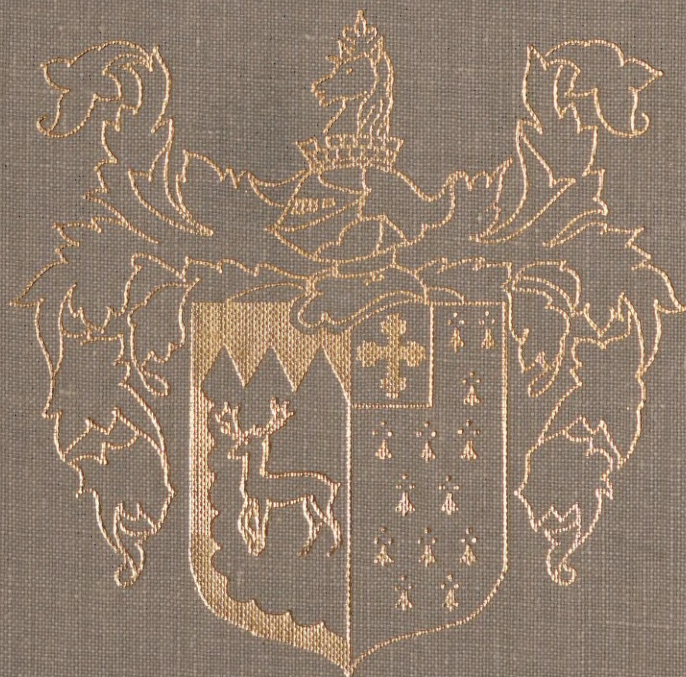


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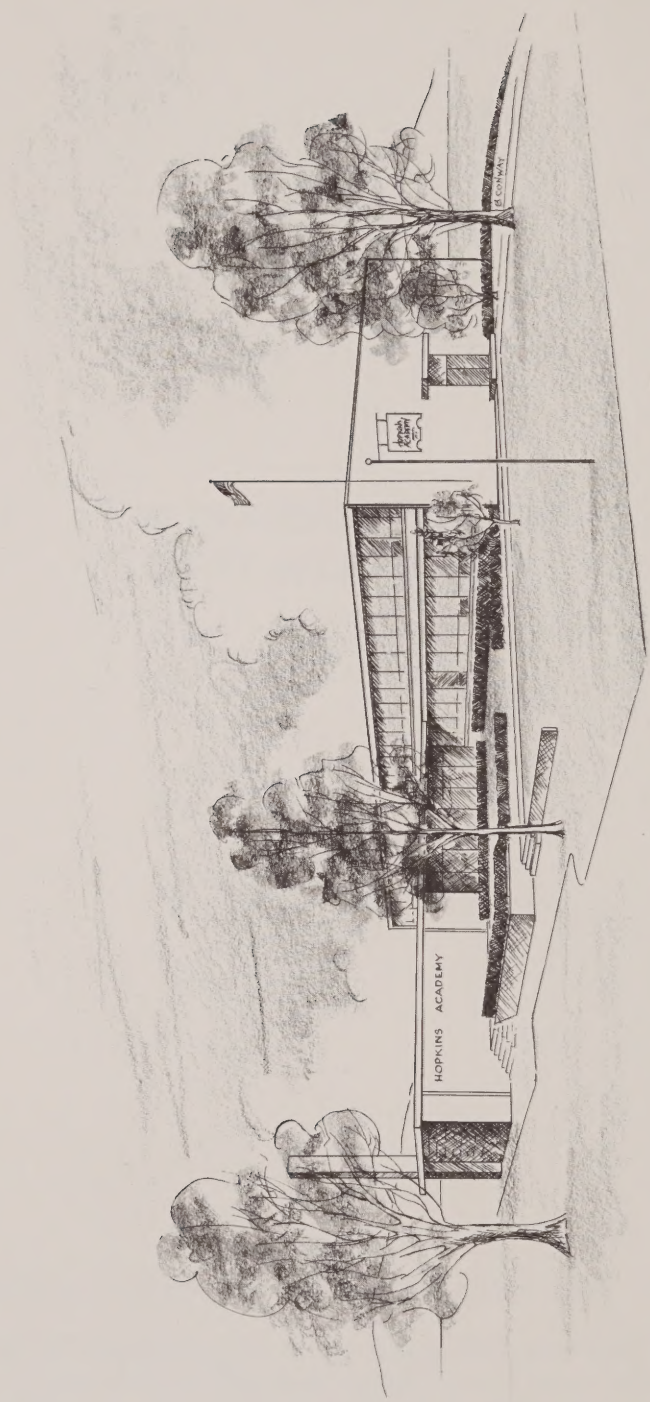




Sailing of the Braintree Company in the Lyon, 1632

This mural by M. W. Greiffenhagen in the Town Hall in Braintree, Essex, England, shows Elder William Goodwin (with bowed head) clasping the hand of the Rev. Thomas Hooker, who has come to bid him farewell. On the right is the "Lyon."

HOPKINS ACADEMY &
THE HOPKINS FUND



Hopkins Academy Building, built in 1954

HOPKINS ACADEMY &
THE HOPKINS FUND

1664 • 1964

A HISTORY BY
MARGARET CLIFFORD DWYER

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Prepared and Published under the direction and authority of

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Hadley, Massachusetts 1964

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FIRST EDITION

Foreword

THE HISTORY of Hopkins Academy in Hadley, Massachusetts, is the history of education in the United States of America. From a private school for boys preparing for the university, where they trained for the ministry and for teaching, Hopkins Academy has evolved into the twentieth-century free, coeducational public high school preparing students for college and for life.

The story of Hopkins Academy vibrates with intrigue, attempted murder, benevolence, frustration, religious controversy, legal entanglements, near failure and great success. It is a story that involves the Puritans and the Congregationalists; a story that embraces Connecticut and Massachusetts; a story that spans the Atlantic Ocean and has roots in both Old England and New England. Hopkins Academy is related, educationally, to Harvard University, Yale University, Amherst College, Smith College, and the University of Massachusetts. Hopkins Academy's history is closely related to the history of the Hopkins Grammar School in New Haven, Connecticut, and to a lesser degree it is associated with the history of the Cambridge Latin School in Massachusetts and the Public High School in Hartford, Connecticut.

The history of Hopkins Academy is a story that began with the death of Edward Hopkins in 1657, that was partially lost in the French and Indian War, and that promises to continue as long as the United States of America is a free country.



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Preface

AT a special meeting of the Board of Trustees of Hopkins Academy held November 6, 1951, there was read and unanimously accepted a report of the Committee on the Future of the Hopkins Fund. Prepared by Arthur S. Johnson, Lawrence Randall, and William E. Dwyer, the report is summarized in the main part of this history.

As a result of this report, the trustees immediately authorized the updating of the history of Hopkins Academy from 1890, the date of the publication of the history by the Rev. Dr. Rowland Ayres. Mrs. James P. Reed, a long-time dedicated teacher at Hopkins Academy and wife of the highly esteemed principal of Hopkins Academy, was approached by the trustees to write the history. She agreed to undertake the task and to have the history completed by 1964.

However, the untimely death of Mrs. Reed in 1959 caused the trustees to abandon their plans for the immediate completion of the history. Rather than see the history postponed indefinitely, Mrs. William E. Dwyer, wife of the President of the Board of Trustees of Hopkins Academy, volunteered to assume the responsibility of preparing the history from 1890 to the present time. Many sources of information not published at the time of Dr. Ayres' history were now available for study. As research continued, it became increasingly obvious that a history beginning in 1890 would be comparable to a contestant entering a race somewhere near the half-way mark. Consequently all available sources of information on the Hopkins Fund and those associated with it were checked back to the beginnings. Dr. Ayres' history was used as the foundation for this history.

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The author is deeply grateful for the invaluable assistance given her by Lawrence Wikander, Mrs. Violet Durgin, Stanley Greenberg, and all other staff members at the Forbes Library in Northampton; by Mrs. G. Leland Nichols, Oliver Larkin, Mrs. Charles Huber, and Clifford Bragdon at Smith College; by Porter Dickinson and his able staff at the Converse Memorial Library at Amherst College; by Dr. Clifford Shipton at the Harvard University Archives and Miss Elizabeth Droppers at the Harvard College Library; by Bradford M. Hill of the Boston Public Library; by the librarians at the University of Massachusetts, the Hampshire Inter-Library Center in Amherst, the Goodwin Library in Hadley, the Yale University Library, the Connecticut State Library in Hartford, and the New England Historic Genealogical Society in Boston. Gratitude is also expressed to the curators and directors of the state historical societies in Massachusetts and Connecticut, and the historical societies in Hadley, Hartford, Farmington, and Cambridge.

The author is also indebted to Joseph Zalot, Principal of Hopkins Academy in Hadley, Massachusetts, and his staff for providing cheerful surroundings for perusing and studying the reports, catalogues, and other miscellaneous material used in the compilation of this history and for collecting schedules, lists of graduates, and other pertinent information; to Edward Hulecki, Superintendent of Schools in Hadley, for permission to read the minutes of the school-committee meetings; to F. Allen Sherk, Headmaster of the Hopkins Grammar School in New Haven, for copies of documents important to the history of both Hopkins schools; and to Mrs. Amelia Pekala and other town officers for the use of various town records.

The author is particularly indebted to Barbara Alcorn Hopkins, wife of Dean Robert S. Hopkins, Jr., of the University of Mas-

PREFACE

sachusetts and a trustee of Hopkins Academy, for her moral support and diligent assistance in tracking down elusive items and reconciling them with previously collected material.

Dr. Elinor V. Smith, the only woman trustee of Hopkins Academy, generously offered manuscript material and selective literary items that were the property of her father, Dr. Frank H. Smith, a former president and secretary of the board of trustees.

Invaluable assistance was rendered by Miss Anne Driscoll of Boston College in reading and criticizing the manuscript before it was presented for publication.

Photographer Fred Lorefice offered valuable assistance in the artistic aspects of this history. All photography, unless otherwise acknowledged, is the work of his studio, Fredriks-LaRock in Northampton.

The author is particularly indebted to Miss Betty Conway, Northampton artist, for her pen-and-ink drawing of the present Hopkins Academy building. On extremely short notice she did with her pen what was impossible with a camera because the sun never shines on the front of the building, and the overhang obscures the "Hopkins Academy" letters on the north wall.

Thomas B. Davis, Jr., graciously granted permission for the use of the annotated inventory of the estate of Edward Hopkins (Appendix A).

Grateful acknowledgment is also made to the following for permission to use the listed material: Dr. Clifford Shipton for the Newman letters (Appendices E and F); K. S. Rogers for the reproduction of the mural in the Town Hall in Braintree, England; and to Roger Johnson for his father's pen-and-ink drawings of two Hopkins Academy buildings.

Miss Gertrude Toomey of Hartford, Connecticut, made numerous contacts with people in the Hartford-Windsor-Wethersfield

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area in an attempt to locate portraits of the elusive Edward Hopkins and William Goodwin. To Mrs. Estelle Jekanowski, wife of Judge Harry Jekanowski, another trustee of Hopkins Academy, appreciation is expressed for devoted service in promoting the sale of this history.

On the other side of the Atlantic Ocean, W. Cowper Barrons of Northampton, England, spent many days checking primary sources of information for the early history of Hopkins Academy. To Geoffrey F. Powell, Esq., D.S.O., and his staff in London, the author is indebted for their attempts to locate portraits of Edward Hopkins and William Goodwin.

She also owes a debt of gratitude to the many alumni and friends who loaned books, letters, and photographs for use in the preparation of this history; to Ellen Callahan and Miriam Pratt for their help in preparing part of the alumni catalogue (Appendix J); to Annette O'Leary for moral support and assistance with the mailing lists; and to Mrs. Betti Adamites and Mrs. Mary Cole for their tireless assistance in preparing the manuscript for the printer.

An understanding husband and a patient son contributed immeasurably to the preparation and completion of this history. And in addition to understanding, the author's husband provided untold help on the practical side through his over-all comments and suggestions and by authoring the chapter on "Legal Entanglements."

Finally, an expression of gratitude is due all alumni who answered the trustee questionnaire. Through their answers, they have made a valuable contribution to the history of their school now celebrating three hundred years of educating hopeful youths for the public service of their country in future times.

M. C. D.

Hadley, Massachusetts
February 23, 1964

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HOPKINS ACADEMY &
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I. Edward Hopkins

Benefactor of New England Education

HOPKINS ACADEMY exists today because of the wisdom, foresight, and benevolence of a seventeenth-century London merchant who never saw Hadley, never knew of its existence, and who died in 1657, two years before the town of Hadley, Massachusetts, was founded.

Though childless himself, Edward Hopkins expressed great concern for the education of the youth of the new world, and in his will he provided the financial assistance necessary "to give some encouragement in those foreign plantations for the breeding of hopeful youths both at the grammar school, and college, for the public service of the country in future times."

Frail of body but strong of mind, Edward Hopkins was a patron of education, an ardent churchman, a devoted husband, a dedicated civic leader, an important government official, a successful London merchant, the second governor of the Colony of Connecticut, Warden of the Fleet, member of Parliament, center of legal turmoil in both the seventeenth and eighteenth centuries, and the benefactor of four secondary schools and a college in New England.

This, in brief, is the life story of Edward Hopkins, wealthy seventeenth-century merchant who was born in or near Shrewsbury, Shropshire, England, in 1600. He is thought to have been educated at the Royal Free Grammar School in his native town, a type of school that was probably used as a pattern for the school established in Hadley in the latter half of the seventeenth century. His school was a school for boys where they were taught languages and were fitted for the university. There is no evidence that he con-

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tinued his education at any university. His was the practical education of the merchant.

As a young man Edward Hopkins moved to London, where he became a successful merchant knowledgeable in the ways of the world. An uncle was of great assistance to him in his chosen occupation. Edward Hopkins' business ventures were varied and included commerce with India. He was active in trading in a variety of apparently unrelated commodities including damask, carpets, opium, fruit, sponges, and licorice. His commercial enterprises involved being the purchasing agent for the Saybrook Colony in New England.

While living in London, Edward Hopkins became a member of the Church of St. Stephen, where the Reverend John Davenport was the vicar and Theophilus Eaton, another merchant, was also a member. In later years these men were chosen to be two of the four trustees of the will of Edward Hopkins. The bond formed in St. Stephen's Church was a lasting and far-reaching one that spanned the Atlantic Ocean and found fulfillment in the new country.

In 1637, Edward Hopkins, then 37 years of age, his two trusted friends John Davenport and Theophilus Eaton, and Samuel Eaton, brother of Theophilus, left England to find a religious refuge and an opportunity to worship God in their own way and to administer their civil affairs according to the rule of righteousness. These were staunch Puritans on their way to the new world.

Sailing on the "Hector," they left England in May. Governor Winthrop noted the date of their arrival in Boston as June 26, 1637. After one winter in Boston, Edward Hopkins went to Hartford, where he immediately became involved in civic and governmental affairs in the Colony of Connecticut. He was a member of the General Court his first year in Hartford. He served as a representa-

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tive of Hartford at the assembly of 1638 that was responsible for the Fundamental Orders, an important document in the history of the development of Connecticut.

Edward Hopkins was elected the first secretary of the Colony of Connecticut and deputy governor under the Constitution of 1638. He was elected the second governor of the Connecticut Colony in 1640. Because the men who assembled in 1638 feared the possible domination of one man in high office, it was arranged that no man should succeed himself in office. The term of office for governor was one year. Thus it came about that John Haynes, the first governor of Connecticut, and Edward Hopkins, the second governor, alternated as governor and deputy governor from 1639 to 1654, with the exception of 1642 when George Wyllys served as governor. Edward Hopkins was elected to the high office of governor in 1640, 1644, 1646, 1648, 1650, 1652, and 1654. He was held in such great esteem that he was elected to the governor's office in 1654 despite the fact that he was then in England. He did not return to America again and consequently did not serve his last term.

In addition to the duties already mentioned, Edward Hopkins signed, for Connecticut, the Articles of Confederation in 1643, by which the Colonies of Massachusetts, Plymouth, Connecticut and New Haven united for future help and strength, under the name of the United Colonies of New England. There was hardly a "foreign relations" committee of the Connecticut Colony that dealt with Massachusetts, the Dutch or the Indians on which Edward Hopkins did not serve in a prominent capacity.

Although Edward Hopkins frequently traded with the Indians and negotiated with them in other matters, there are reports that they attempted to murder him. The early settlers in Connecticut found sixteen local tribes of Indians. Many of the tribes had migrated to the Connecticut area from the Hudson Valley and from

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Massachusetts. In the Hartford area, Sequassen was the ruler of the Saukiogs. It was he who sold the colonists land in Hartford. In 1646, Sequassen, annoyed with the English colonists because of their apparent cooperation with Uncas, leader of another Indian tribe, conceived the idea of murdering Governor Hopkins, Governor Haynes, and William Whiting. Sequassen is supposed to have hired a Waranoke Indian to commit the murders for which he was to receive some wampum girdles. According to the story, the Waranoke Indian collected his payment, went to Hartford and confessed the plot.

In addition to being governor and deputy governor, Edward Hopkins participated in many other activities. He helped to draw up some of the laws for the criminal code. He was a judge. He organized civil government in some of the newly found towns. He often helped to set town boundaries and settle disputes about contested lands. In spite of his many and varied civic duties and responsibilities, Edward Hopkins did not neglect his personal business concerns. A prosperous and experienced English merchant before coming to the new world, he used to advantage the knowledge and skill gained in the old world. He was one of the few businessmen who achieved financial prosperity in the new world. In his fourteen years in America, his assets amounted to more than 1,500 English pounds.

Like other settlers in the colonies, he, too, participated in the distribution of common lands, receiving 120 acres in Hartford in 1639. He built a mill, established a trading station at Waranoke (Westfield, Massachusetts), and began a fur trade with the Indians. He was a pioneer in the cotton-shipping industry, and he engaged in general shipping with such special privileges that a twentieth-century merchant would consider his enterprises monopolistic. He alone among the English merchants was allowed to im-

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port and export goods.¹ He was a shrewd merchant. As a result of his many profitable enterprises he became one of the richest men in Connecticut and one of the most highly esteemed.

While Edward Hopkins was enjoying financial success and actively participating in the formative development of the New England colonies, his home life was not a particularly happy one. On September 5, 1631, Edward Hopkins married Anne Yale, the stepdaughter of Theophilus Eaton and the aunt of Elihu Yale, for whom Yale College was named. Before coming to America Mrs. Hopkins became hopelessly insane. Better educated than most women of her day, she spent much of her time with books, both reading and writing, instead of tending to the duties normally allotted to the women of the house.

Throughout their married life Edward Hopkins was ever solicitous about her welfare and concerned about her activities. He was constantly seeking medical assistance and advice for her. Yet there appeared to be no improvement in her mental condition. In spite of her illness, she outlived her husband by more than forty years. This forty-year period was an important one in the history of Hopkins Academy in Hadley, Massachusetts, as will be demonstrated in later chapters.

Sometime in 1652 Edward Hopkins returned to England. He left Mrs. Hopkins in New England, obviously planning to return to America in the near future. Soon after his return to England he was active on behalf of the colonies. Knowing the merchant trade from experience on both sides of the Atlantic and as Commissioner of the Admiralty, he was in a position to advise the British government on trade possibilities with the colonies. After the death of his brother, Edward Hopkins was named Warden of the Fleet and Keeper of the Palace, an office his brother had filled. At a later

1. Davis, T. B., *Chronicles of Hopkins Grammar School*, p. 56.

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date, 1656, he became a member of Parliament. All these new and important duties prevented the return of Edward Hopkins to America. Meanwhile his wife had been living with her brother in Boston. She returned to England in 1656 and remained there until her death in 1699.

So concerned was Edward Hopkins with his wife's illness, that many historians overlooked his own poor health. Dr. Ayres stated: "This man, who busied himself with affairs both public and private, was one whose physical frame was frail. He was a man of feeble health. He conflicted with bodily infirmities but especially with a bloody and wasting cough which held him for thirty years together."²

Edward Hopkins died in London a few days after he executed his will on March 7, 1657.

The will of Edward Hopkins was tremendously important to Hopkins Academy even though Edward Hopkins died two years before Hadley was settled and seven years before the school was founded. This legal instrument has had great historic ramifications because it established the first charitable trust in the United States that is still in existence more than three hundred years after its inception. The entire will is now quoted with the two sections in italics marked for their importance to the history of Hopkins Academy.

EDWARD HOPKINS' WILL

The sovereign Lord of all creatures giving in evident and strong intimations of his pleasure to call me out of this transitory life unto Himself—it is the desire of me Edward Hopkins Esq. to be in readiness to attend his call in whatsoever hour he cometh—both

2. Ayres, Rowland, *The Hopkins Fund, Grammar School and Academy, in Hadley 1657-1890*, p. 7.

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by leaving my soul in the hands of Jesus, who only gives boldness in that day and delivers from the wrath to come—and my body to comely burial according to the discretion of my executors and overseers—and also by settling my small family, if it may be so called, in order and in pursuance thereof do thus dispose of the estate the Lord in mercy hath given me.

First my will is, that my just debts be paid out of my entire estate, where the said debts shall be found to be justly due, viz., if any debts shall be found to be justly due in New England, then they be paid out of my estate there. And if any shall appear to be due here in Old England, that they be paid out of my estate here.

As for my estate in New England (the full account of which I left clear in book there, and the care and inspection whereof was committed to my loving friend Mr. John Cullick) I do in this manner dispose. Item, I do give and bequeath unto the eldest child of Mrs. Mary Newton wife to Mr. Roger Newton of Farmington and daughter to Mrs. Thomas Hooker, deceased, the sum of £30; as also the sum of £30 unto the eldest child of Mr. John Cullick by Elizabeth his present wife. Item, I do give and bequeath to Mrs. Sarah Wilson, the wife of Mr. John Wilson, preacher of the gospel, and daughter of my dear pastor, Mr. Hooker, my farm at Farmington, with all the houses, outhouses, buildings, lands &c. belonging thereunto, to the use of her and the heirs of her body forever. I do also give unto Mrs. Susan Hooker, the relict of Mr. Thomas Hooker, all such debts as are due to me from her upon the account I left in New England.

And the residue of my estate there I do hereby give and bequeath to My father, Theophilus Eaton, Esq, Mr. John Davenport, Mr. John Cullick, and Mr. William Goodwin, in full assurance of their trust, and faithfulness in disposing of it according to the true intent and purpose of me the said Edward Hopkins, which is to give some encouragement in those foreign plantations for the breeding of hopeful youths both at the grammar school, and college, for the public service of the country in future times.

For the estate which the Lord hath given me in this England I thus dispose and my will is that £150 per annum be yearly paid

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per my executor to Mr. David Yale, brother to my dear distressed wife for her comfortable maintenance, and to be disposed of by him for her good, she not being in a condition to manage it for herself; and I do heartily entreat him to be careful and tender over her; and my will is, that this be paid quarterly by £37-10 each quarter and to continue to the end of the quarter after the death of my said wife, and that my executor give good security for a punctual performance thereof. My will also is that the £30 given me per the will and testament of my brother Henry Hopkins, lately deceased, be given to our sister, Mrs. Judith Eve, during her natural life, and that it be made up to £50 per annum during her life.

I do give to my sister Mrs. Margaret Thomson the sum of £50, to be paid her within one year after my decease. I do give unto my nephew Henry Thomson £800 whereof £400 to be paid within sixteen months after my decease and the other £400 to be paid within six months after the death of my wife.

I do likewise give and bequeath to my neice Katharine Thomson, but now Katharine James (over and above the portion of £500 formerly given her) £100. I do also give and bequeath unto my neices Elizabeth and Patience Dalley, unto each of them £200, provided they attend the direction of their brother or aunts or such as are capable to give them advice in the dispose of themselves in marriage.

I give to my brother Mr. David Yale £200, to my brother Mr. Thomas Yale £200 and to my sister Mrs. Hannah Eaton £200.

My farther mind and will is, that within six months after the decease of my wife £500 be made over into New England, according to the advice of my loving friends Major Robert Thomson and Mr. Francis Willoughby, and conveyed into the hands of the trustees before mentioned, in further prosecution of the aforesaid public ends, which in the simplicity of my heart are for the upholding and promoting the kingdom of the Lord Jesus Christ in those parts of the earth. I do further give unto my beloved wife a bed, with all the furniture belonging unto it for herself to lie on,

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and another for the servant maid that waits on her, and £20 in plate for her present use besides one third part of all my household goods.

I give unto Mr. John Davenport, Mr. Theophilus Eaton, Mr. Cullick each of them £20, to be made over to them in New England where they are; and my will and pleasure is that £20 be put into a piece of plate, and presented in my name to my honored friend Dr. Wright to whom I owe more than that, being much engaged, desiring him to accept it only as a testimony of my respects. I do give unto my servant James Porter £10, unto my maid Margaret £5; unto my maid Mary 40 shillings. I do give unto my honored and loving friends Major Robert Thomson and Mr. Francis Willoughby £20 apiece in a piece of plate as a token of my respects unto them; and I do give unto my servant Thomas Hayton £20. I do give unto my sister Yale the wife of Mr. David Yale £20, as also to John Lollo, a youth now with my sister Eve £20 to farther him out to be an apprentice to some good trade and £20 more at the time of his coming to his own liberty to encourage him to set up his trade, if he continue living so long. I do give unto my nephew Henry Dalley, master of arts in Cambridge my land and manor of Thickol in the county of Essex; and for the payment of all debts, dues and legacies, do give unto him all my personal estate, and, by these presents, renouncing and making void all other wills and testaments, do declare, and constitute and make him my sole executor and my good friends Major Robert Thomson and Mr. Francis Willoughby overseers of this my last will and testament.

Signed sealed, declared, and published by the said Edward Hopkins Esq. at his home in London, on the 7th day of March in the year of our Lord 1657, to be his last will and testament.³

The deeply religious fervor of Edward Hopkins is evident throughout the will but particularly in the opening paragraph. Having prepared himself for death and accepted its inevitability,

3. A copy of this will in manuscript is among the papers of the late Sylvester Judd, now at the Forbes Library in Northampton, Mass. The preface in Latin is omitted.

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he proceeded to dispose of his estate in New England. After cash bequests of 60 pounds, he willed his farm in Farmington to the daughter of his very dear friend, Rev. Thomas Hooker, and canceled the debt of her widowed mother.

The next provision had far-reaching effects, probably more extensive than anything Edward Hopkins ever imagined. His will provided the financial foundation upon which were built the Hopkins Grammar School in New Haven, Connecticut, and Hopkins Academy in Hadley, Massachusetts, both still in existence more than 300 years after the death of their mutual seventeenth-century benefactor. It also provided funds for the development of a school in Hartford, Connecticut, and a bequest to Harvard College. A close study of the will reveals no mention of these three grammar schools and the college by name. The important item in this paragraph is the naming of the four trustees to administer the estate of Edward Hopkins. The trustees were charged with the responsibility of disposing of the residue of the estate in New England to the best of their ability according to the true intent and purpose of Edward Hopkins. These were men who had known Mr. Hopkins for many years and who knew his thoughts and desires and hopes for the new world. The trustees very effectively carried out his wish to "give some encouragement in those foreign plantations for the breeding of hopeful youths both at the grammar school, and college, for the public service of the country in future times."

The four trustees chosen by Edward Hopkins were outstanding colonists. They were all men of stature whose ability and integrity were acknowledged and recognized.

Theophilus Eaton, brother of the Rev. Samuel Eaton, was a native of Stony-Stratford, Oxfordshire, England. Before coming to the new world in 1637, he held the offices of deputy governor

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of the East-India Company and ambassador to the Court of Denmark. He was one of the first settlers of New Haven, and from 1643 to 1658 he was annually and unanimously elected the Governor of the New Haven Colony. His position in New Haven was similar to that held by Edward Hopkins in the Colony of Connecticut. Theophilus Eaton, referred to in the Hopkins will as "my father," died January 8, 1658, less than a year after the death of Edward Hopkins and several years before the Hopkins estate was settled.

Captain John Cullick was the second of the four trustees to die before the Hopkins estate was settled. He was also an active, civic-minded colonist, but he resided in the Hartford area. He participated in church affairs and was secretary of the colony. He married Elizabeth Fenwick, sister of George Fenwick who was the founder of Saybrook, Connecticut.⁴ Capt. Cullick was one of the engagers who sympathized with William Goodwin, the Ruling Elder in the Hartford Church, during the religious controversy that eventually led to the withdrawal of a large group of the church membership. Although Capt. Cullick's name appeared on the list of men planning to remove to Hadley in 1659, he never took up residence in Hadley. Instead he moved to Boston in 1659, the same year that Hadley was founded. He died in Boston January 23, 1663, the year before the first part of the Hopkins will was settled.

John Davenport, the venerable pastor of the First Church of New Haven, and close personal friend of Edward Hopkins, was born in 1598 in Coventry, England, where he was educated until he went to Oxford at the age of 14. At the tender age of 19 he was actively preaching in London. In 1624 he became the vicar of St. Stephen's Church in London. As his religious beliefs began to be out of harmony with those of the Church of England, he looked about for a religious refuge and chose Holland. Not finding the

4. Vanderpoel, G. B., ed., *The Ely Ancestry*, p. xxv.

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right atmosphere there, he returned to England in 1635. Two years later he sailed for America. With Theophilus Eaton he was one of the chief agents in the founding of the New Haven Colony. He and William Goodwin were the sole surviving trustees who administered the estate of Edward Hopkins. The settlement of the estate and the careful arrangements made by Mr. Davenport and Mr. Goodwin will be discussed in greater detail in another chapter. In 1660, as soon as Mr. Davenport knew that money would be available for education, he immediately set about establishing a school in New Haven. Because of his action the Hopkins Grammar School predates Hopkins Academy by four years. The more cautious William Goodwin, accustomed to being in the center of controversies, waited until the money was actually in hand before making arrangements for the school in Hadley that was to bear the Hopkins name.

Having completed the first part of his stewardship in connection with the Hopkins will and finding changed conditions in New Haven caused by the absorption of the New Haven Colony into Connecticut, John Davenport removed to Boston, where he became associated with the First Church. He was 72 years old when he died on March 11, 1670.

The fourth and last trustee chosen by Edward Hopkins to carry out the provisions of his will as they concerned New England was William Goodwin. Because of his immense importance to Hadley and to the history of Hopkins Academy he has been made the subject of a separate chapter in this history. William Goodwin was the one person who made possible the founding of Hopkins Academy. It was he who was responsible for Hadley's share of the Hopkins legacy. Without William Goodwin there would be no tercentenary celebration at Hopkins Academy in 1964. Without him there would be no board of trustees of Hopkins Academy

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dating back 300 years. Futhermore, he himself was a benefactor of Hopkins Academy.

The reader is asked to bear in mind that two of the trustees of the Hopkins will, Theophilus Eaton and John Davenport, resided in New Haven, and two, Capt. John Cullick and William Goodwin, chose Hartford for their residence. Nowhere is there any mention of Hadley, Massachusetts.

II. William Goodwin Bearer of Educational Wealth

WILLIAM GOODWIN was a stalwart character, a militant churchman, a rugged pioneer, a settler of three colonial communities, a dauntless defender of truth, a reverend man and a godly man.¹ He was not to be taken lightly, not to be pushed aside; he was truly a man to reckon and to be reckoned with.

Much has been written about Edward Hopkins and his famous will that befriended and encouraged education in early colonial days. However, historians were not so generous in their discourses about William Goodwin, one of the four trustees of Edward Hopkins' will. And seventeenth-century portrait painters evidently ignored his existence or were not allowed to transfer to the canvas what they saw in the flesh. One is forced to read between the lines to produce an image of a man who was strong, determined, and opinionated.

William Goodwin was one of the original settlers of Newtown (now better known as Cambridge, Massachusetts), Hartford, Connecticut, and Hadley, Massachusetts. A man of principle, he left his beloved Hartford to find religious freedom and to open up new frontiers on the east side of the Connecticut River opposite Northampton, Massachusetts, in 1659.

It was he who brought to Hadley part of the estate of Edward Hopkins. It was he who threatened the people of Hartford with a suit in Chancery if they did not settle the estate as requested by the trustees of the will. It was the same William Goodwin who

1. Walker, G. L., *History of the First Church in Hartford*, p. 60.

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helped establish what is now known as Hopkins Academy in Hadley, Massachusetts, and who laid the foundation of a strong educational system in the community. It is to William Goodwin that Hadley and all graduates of Hopkins Academy owe a tremendous debt of gratitude. Without his determination and tenacity, no part of the Hopkins trust would ever have found its way to Hadley.

A native of Braintree, Essex, England, and thought to be an Oxford graduate, William Goodwin sailed from London on the "Lyon" on June 22, 1632, and arrived in Boston some three months later on September 16th. He and his sailing companions were originally scheduled to become part of the Braintree Company in Massachusetts. However, while en route, their plans were changed by court order, and they settled instead at Newtown.

Although the Reverend Thomas Hooker, known as the pastor of the church, was in Holland and did not appear in this country until September, 1633, the church organization in Newtown had been in existence, and it is thought probable that William Goodwin was the Ruling Elder.²

This was not an empty title. In reading the *History of the First Church in Hartford*, one learns that

The Ruling Eldership was an office of much dignity in the first New England churches. Its functions were numerous. The ruling elder was expected to moderate at church meetings, to propose admission and dismissal of members, to prepare all matters of business to come before the church, to exercise a watch over the private conduct of the church members, to reconcile differences among the members, to bring incorrigible offenders to the judgment of the collective brotherhood, to pronounce the censures determined on by them, to call the church together, to dismiss its meetings with the benediction, to visit the sick, to ordain persons

2. *Ibid.*, p. 59.

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elected by the church to any office therein, to preach in the absence of pastor and teacher.³

William Goodwin was described in the Hartford Church history as being very strong-willed, persevering, able and resolute. Goodwin's zeal in the discharge of his duties was probably one of the real reasons why the church never appointed another Ruling Elder.⁴

In Newtown, William Goodwin was held in high esteem as judged by the fact that in the division of the land he was assigned sixteen rods, which was one of the largest allotments given to the settlers. From his first appearance in this new country, he was a man of prominence. He was one of the three delegates from Newtown to the first General Court of Delegates of the Colony held May 14, 1634. He was also present at the second term of the General Court held in September, 1634.

It was also in 1634 that the settlers of Newtown began feeling the need for more land for expansion, particularly for grazing purposes. They petitioned the court for permission to remove to Connecticut. Permission was withheld on their request that year, so they petitioned again in 1635, and in the fall about sixty settlers from Newtown left for Connecticut. It was a long and tedious trip. It is presumed that William Goodwin made this difficult journey and survived the hardships of the bitter winter that followed. It is known that he was in Connecticut before Mr. Hooker arrived in June, 1636.

Turning to Mr. Hooker, we learn that he was born in Marfield, Leicester, in the midland section of England in 1586. He graduated from Cambridge University and in 1620 became the minister of a little country church in Esher, Surrey, about sixteen miles from

3. *Ibid.*, p. 59.

4. *Ibid.*, p. 60.

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Westminster. There was evidence at this time that Mr. Hooker's nonconformist religious views had become so pronounced that it was considered unwise for a bishop to recommend him as the minister of a congregation. When Mr. Hooker went to Esher for forty pounds a year, he was befriended by Mr. Francis Drake, a relative of Sir Francis Drake, and taken into his home.

While living in the Drake home he met and married Susanna, the invalid Mrs. Drake's relative and "waiting-woman." For a long time no further identification was found of Susanna, who soon left the sheltered life of a small community to go into exile in Holland with her husband. She later crossed the Atlantic and traveled by horse litter through Massachusetts to Connecticut in 1636.⁵

The journey of the Rev. Thomas Hooker and his company from Newtown to Hartford was not the easy trip of 1964 superhighways and turnpikes. Their June 1636 trip was a tedious journey via the Old Bay Road through the wilderness of Massachusetts and Connecticut, through areas now known as Cambridge, Watertown, Waltham, Weston, Wayland, Framingham, Hopkinton (named for Edward Hopkins), Westborough, Grafton, Millbury, Oxford, Charlton and Sturbridge. They followed the Quabaug River to Springfield. They then went to Longmeadow, to Windsor, and across the Connecticut River to Hartford.⁶

Upon his arrival in Hartford, Mr. Hooker assumed the leadership of the church, a position he held until his death, July 7, 1647. And the Reverend Samuel Stone was the Teacher of this same church.

Meanwhile William Goodwin's knowledge of the Connecticut area was responsible for his designation in 1636 as an agent to

5. *Ibid.*, p. 36.

6. Archibald, W. S., "Thomas Hooker," pp. 11-12, in *Tercentenary Commission of the State of Connecticut*.

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1964 map showing:

Hooker Company journey from Newtown (Cambridge) to Hartford in June, 1636 (. . .)

Journey of William Goodwin and dissenters from Hartford to Hadley in 1659 (———)

negotiate with the Indians for the purchase of land in Connecticut. He was reappointed to this position in 1638.

In the original division of the land in Hartford, William Goodwin was assigned a choice corner lot. Of the one hundred and thirty-seven names on the original list, William Goodwin's was one of eleven with the prefix "Mr.," a title of distinction in that era.⁷ In 1639, with his son-in-law, John Crow, he purchased seven hundred and seventy-six acres of land on the east side of the river and there established sawmills. In 1654, he bought additional land adjoining his previous purchase. At a later date, he purchased another one

7. Goodwin, *Goodwin Genealogy*, p. 81. (Also Hartford Town Records.)

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hundred and twenty-six acres. Thus he early became one of the most influential landowners in the Hartford area.

Mr. Goodwin was strangely inactive in political affairs in Hartford. As a result, it has been difficult to locate his name in public records as often as one would expect of a man of his ability, intelligence, and importance.

It is interesting to note that William Goodwin became a freeman in the Newtown Church within two months of his arrival in Massachusetts, but in Hartford he waited more than twenty years, until 1657.

The great controversy in the Hartford Church following the death of the Reverend Thomas Hooker in 1647 has been discussed at length by church historians. Only the highlights need to be mentioned in this study in order to fill in the background details surrounding the actions of William Goodwin and his followers. Harmonious relations prevailed in the Hartford Church as long as the pastor, Reverend Thomas Hooker, and the ruling elder, William Goodwin, were charged with the spiritual responsibility of the parishioners. It was after the death of Mr. Hooker that the Reverend Teacher Stone assumed leadership of the church. His attitude and administration of church affairs varied so markedly from those of his predecessor that there arose great antagonism between the teacher and the ruling elder. So great was this mutual lack of trust and understanding that historians have given several versions of the dissension that split the membership and resulted in the withdrawal to Hadley of about sixty of the most outstanding and valuable men in the Hartford Church.

The clash of personalities between the teacher, Mr. Stone, and the elder, Mr. Goodwin, contributed immeasurably to the division in the church and was responsible for many of the troubles that

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followed. In commenting upon the origin of the problem, Cotton Mather said: "They were both godly men; and the true origin of the *misunderstanding* between men that were of so good an *understanding*, has been rendered almost as obscure as the rise of the Connecticut river."⁸

On May 20, 1658, Captain John Cullick and Elder William Goodwin went to Boston to present a petition to the General Court in their own and others' behalf, requesting leave to settle up the river out of the jurisdiction of Connecticut, and within the pious and godly government of Massachusetts.⁹ Leave was granted on May 25, 1658, on condition that they submit to a hearing of the differences between themselves and their brethren.¹⁰

William Goodwin, together with other dissenters from Hartford, Windsor, and Wethersfield, met at the home of Nathaniel Ward in Hartford on April 18, 1659, and engaged to remove themselves from Connecticut into the jurisdiction of Massachusetts.

On May 28, 1659, the General Court of Massachusetts appointed a committee of five to lay out the boundaries of a town for the engagers. Although the original plan was not accepted by the court, it is presumed that the house lots on the present West Street in Hadley were laid out in 1659 and that many of the engagers built crude structures to protect themselves that first winter.

The 1636 trip of the Hooker party from Cambridge to Hartford through rugged terrain in Massachusetts and Connecticut did not differ greatly from the journey taken by the withdrawers who left the Hartford area in 1659 to establish the town of Hadley. The travelers met with great difficulty as they proceeded northward. The Greate Falls made transportation by water impossible,

8. Trumbull, J. H., *Collections of the Conn. Hist. Soc.*, p. 60 n. Mather, C., *Magnalia*, b. iii, pt. 2, ch. 16, p. 436.

9. Ayres, R., *The Hopkins Fund*, p. 13.

10. Walker, G. L., *History of the First Church in Hartford*, p. 168.

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and the Holyoke mountains made passage by land almost equally impassable.

So determined were the engagers, now referring to themselves as "Strict Congregationalists," to reach their new land, that some of the men packed their household goods and children in ox carts and mounted their wives behind themselves on their animals, and started off through Windsor to Waranoke, now better known as Westfield, Massachusetts, then east to Northampton, where they crossed the river in canoes. After their long and treacherous journey, they reached Hadley, their new homeland which they originally called Newtown. At that time Hadley was laid out on both sides of the river and stretched from Mount Holyoke on the south to Mount Toby and the Mohawk Brook on the north, extending nine miles into the woods.¹¹

Thus did William Goodwin arrive with the first settlers of Hadley, Massachusetts, in the year 1659. An experienced founder of towns (Cambridge, Hartford, and Hadley), an active and militant churchman in each community, and one well versed in the rights and privileges of the individual, William Goodwin brought to Hadley a wealth of experience, knowledge, and stamina, which he used in the best interests of Hadley and the present Hopkins Academy.

After carefully and legally laying the foundation of education for the youth of this new country, William Goodwin, ever restless, ever moving, left Hadley following about ten years of residence and retired to Farmington, Connecticut, where he died March 11, 1673. Those ten years were among the most important in Hadley's history.

Information about the private life of William Goodwin is even more elusive than the needle in the haystack. Until recently very

11. Walker, A. M., *Historic Hadley*, pp. 2-4.

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few records had been found to elaborate upon the identity of his wife, Susanna ———, or the date of his marriage to her. Many references inferred that she was the widow of Thomas Hooker, and this gave credence to the theory that they retired to Farmington, Connecticut, after leaving Hadley because her son, Rev. Samuel Hooker, was the minister at Farmington. He was the second minister of the First Church of Christ, Congregational, serving from 1661 to 1697.

On the surface this seemed like a logical conclusion. However, as stated earlier, when land in Hartford was distributed, both William Goodwin and John Crow were mentioned. In 1639, William Goodwin and his “son-in-law, John Crow” purchased additional land in Hartford. When the dissenters moved to Hadley, land was allotted to both William Goodwin and John Crow. This was in 1659.

In his genealogy of Hadley families, L. M. Boltwood enumerated by name the eleven children of John Crow who married Elizabeth, the only child of William Goodwin. Of these, he lists Sarah as having been born March 1, 1647; Hannah, July 13, 1649; Elizabeth in 1650; Mehitable born about 1652; and Daniel born about 1656. Birth dates are not given for all the children, but the ones noted above were all born before the migration to Hadley in 1659.¹²

If then, Susanna were indeed the widow of Rev. Thomas Hooker and the wife of William Goodwin, we have a conflicting situation, since Thomas Hooker died in 1647, the same year that Sarah Crow was born. Continued research has suggested the possibility that William Goodwin had not one wife, Susanna, but two wives, the first being the mother of Elizabeth, wife of John Crow.

A very definitive Goodwin genealogy prepared for James Junius Goodwin in 1891 suggested the frustrations that arose from

12. Boltwood, L. M., *Genealogies of Hadley Families*, p. 34.

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trying to identify William Goodwin beyond the shadow of a doubt. This passage closed by quoting two records of the sale of real estate in England by “William Goodwin and Susannah his wife” in 1622 and 1629.¹³

Information obtained from the Boston Public Library in 1964 identified the first wife of William Goodwin as Elizabeth White, the daughter of Robert and Bridget (Allgar) White, who was baptized in Essex, England, March 5, 1591. They were married in Shalford, Essex, England, on November 7, 1616. The same source reported that William Goodwin’s “second wife was Susannah, probably widow of Rev. Thomas Hooker of Hartford, Conn., and to whom Goodwin was married after December 9, 1654.”¹⁴

At approximately the same time as the above information was being digested, additional data was obtained from Farmington, Connecticut.¹⁵ This time Susanna was given a maiden name and thereby lost her anonymity. She was identified as “Susanna Garbrand” who was born about 1593, the daughter of Richard and Ann Garbrand of Oxford, England. Her grandfather was a wealthy man who dealt in books, music, and manuscripts. The release continued with the notation that his four sons and four sons-in-law were all graduates of Oxford. According to this report, Susanna Garbrand and Thomas Hooker were married at Amersham, Bucks, England, on April 3, 1621. Then sometime after the death of Thomas Hooker on July 7, 1647, Susanna married Elder William Goodwin, who had been a close family friend for many years.

It would be very gratifying to write “Amen” to the long-awaited identification of Susanna, but even the more recent discoveries leave some doubt as to her positive identity. The author

13. *Goodwin Genealogy*, p. 30. (Augustus Jessopp.)

14. *English Goodwin Family Papers*, Vol. 1:v.

15. Hurlburt, M. S., *Farmington Town Clerks and Their Times (1645–1940)*, p. 7.

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rests the case and leaves to some future historian or genealogist the task of reconciling the conflicts and establishing the true identity of Mrs. Goodwin.

To William Goodwin must go deep appreciation and gratitude for Hadley's inclusion in the Hopkins Fund, the oldest continuous trust fund in the United States. Hadley shared in the benefits of the Hopkins will with educational institutions in New Haven, Hartford, and Cambridge, only because of the strong character and determination of the Ruling Elder in the Hartford Church.

In 1902, William Goodwin's name was belatedly inscribed on a public building in Hadley. It was in the Spring of 1901 that Dr. Frank H. Smith attempted to enlist the Carnegie interests in erecting a much-needed library for the town. Failing there, the townspeople sought to interest others in establishing a town library. In August of the same year, John Dwight offered up to \$4,000 to match funds raised by Hadley people. It was his suggestion that the library be named "The Goodwin Library" after one of his ancestors, Elder William Goodwin.¹⁶ Hadley's twentieth-century memorial to one of the greatest benefactors a frontier town ever had continues to serve the literary needs of a thriving New England community.

16. Dwight, M. E., Letter to Clifton Johnson dated Aug. 26, 1901.

III. Disposition of the Hopkins Legacy

Part One—New England

THE EARLY history of the New England colonies was closely identified with the history and development of the churches in the colonies. It was not unusual to find the leaders in civic life the same men who were the leaders in their churches. And Edward Hopkins followed the general pattern; he was associated with church life and civil government in both Old England and New England. It was not surprising, then, that he chose four prominent churchmen who were also leaders in the civic life of the colonies to be trustees of that part of his estate that was in New England. He also entrusted to them the disposition of an additional bequest that was to come to New England from Old England six months after the death of his wife, Anne.

Edward Hopkins died in London in March, 1657. Less than a year later, Theophilus Eaton died. There were then three surviving trustees of the will of Edward Hopkins: John Davenport in New Haven, and Capt. John Cullick and William Goodwin in Hartford.

About this time the dissension in the Hartford Church had reached such proportions that a local objective settlement appeared impossible. The problem was presented to a Council of nine churches in Boston on September 26, 1659. After studying the case, the Council was optimistic that the dissenting parties would resolve their differences and return to the fold of the Hartford Church. However, under the leadership of the Ruling Elder, William Goodwin, and John Webster, a former governor of the Connecticut Colony and one of the commissioners of the United

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Colonies, many of the dissenting minority had already removed themselves from the jurisdiction of Connecticut and had begun the settlement of Hadley, under the jurisdiction of Massachusetts.

Capt. John Cullick was also one of the dissenting minority who had met at the home of Goodman Ward in Hartford in April of 1659. He signified his intention of taking up residence in Hadley with the other "withdrawers," but the records indicate that he went instead to Boston.

At this point, the three surviving trustees of the Hopkins will were located in New Haven, Hadley, and Boston. Hartford, originally the home of two of the trustees, now had none residing in the area. It was imperative that Hartford take prompt and efficient action to prevent the loss of the Hopkins legacy. Both John Davenport and John Cullick had supported William Goodwin in his differences with the Hartford Church, and William Goodwin was the leader of the dissenting group. The picture was indeed black for Hartford. A legacy that might have been divided evenly between New Haven and Hartford might now be divided among New Haven, Hadley, and Boston, with Hartford completely eliminated.

The General Court of Connecticut sequestered the estate of Edward Hopkins in Connecticut and stopped the payment of rents and debts to the trustees, directing that they be paid instead to the selectmen in the respective towns. In 1658, the Court had requested an inventory of the Hopkins estate to be prepared and presented to the Court in October. Such an inventory had been prepared by Edward Hopkins himself before he left New England, and it had been given to Capt. Cullick. This was clearly stated in the third paragraph of Edward Hopkins' will.

In June of 1659, there was another reference to the Hopkins estate that had the effect of restraining the trustees and preventing

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the distribution of the estate until Hartford was assured of a satisfactory share of it.

The following October there appeared to be a more lenient attitude toward the disposition of the estate, but on February 23, 1660, the Court again sequestered the estate, and ordered that it should be confined within the colony (Connecticut) until it was inventoried and the administration of it was granted by the Court. This automatically eliminated the possibility of having the trustees take the funds to the New Haven Colony or to Massachusetts.

On June 18, 1660, there was presented to the General Court in Hartford an inventory of the estate of Edward Hopkins which showed assets of £1382-03-06 besides his servant. (The entire inventory will be found in Appendix A.)

In October 1661, the Court finally accepted the authenticated copy of the will of Edward Hopkins and appointed Edward Stebbing and Lt. Thomas Bull to manage the estate and to be accountable to the Court.

Impatient and annoyed with the delaying tactics of the Hartford Court, the trustees, through William Goodwin, offered Hartford £350 as its share of the Hopkins legacy. The Court did not reject the offer, but it did appoint a committee of four to meet with the trustees of the will. This so enraged William Goodwin that he wrote a stirring letter to the Court on February 24, 1661, announcing that there was no need of such a meeting. He stated that the trustees were not able to undertake the necessary travel and that £350 had been allotted to Hartford. He then listed the conditions under which the money would be given to Hartford: (1) that Hartford would have to improve the gift according to the mind of the donor; (2) that the Court must remove all obstructions interfering with the trustees in the performance of their duties; and

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(3) that the Court return to the trustees the attested copy of Edward Hopkins' will that had been sent to the trustees from England or send them a true copy of it under the seal of the colony.

Speaking for the trustees, William Goodwin then requested a statement from the Court agreeing to the conditions that he had enumerated. It was further requested that this statement be delivered before the last of March. Fearing additional delays, he concluded his letter with the following passage:

But if the Court do not plainly declare their acceptance according as is above expressed, then we hereby declare our grant to them here inserted to be a nullity and void; and thus I humbly take leave of you, subscribing myself, Your worships in all due observance,

WILLIAM GOODWIN,

In the name of the rest of the Trustees.

Hadley, February, 24th, 1661.

Although William Goodwin stated that the trustees were not able to meet with the committee appointed by the Court in Hartford, there is evidence that they had met on other occasions. In a letter to the General Court in New Haven, Mr. Davenport made reference to a meeting of the three trustees and their desire that each should have a copy of the inventory of the estate of Edward Hopkins.

At another meeting of the three trustees, they decided that since two of the four original trustees were New Haven residents, and Mr. Hopkins had stated his desire to further a college at New Haven, one half of the legacy would go to Mr. Davenport. The remaining trustees had been from Hartford, so the other half of the legacy would go to Captain Cullick and Mr. Goodwin. They also agreed that out of the whole amount £100 should be given to the college at Cambridge.

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The delays continued.

Captain John Cullick died in Boston on January 23, 1663. Then there were only two surviving trustees, John Davenport in New Haven and William Goodwin in Hadley.

It must have been in extreme exasperation that William Goodwin wrote the following letter:

To The Honoured Court at Hartford.

Much Honoured,

Yours of November 16, 1663, I received, and not to trouble you with my answer unto your several motives to induce us to be of your mind, my final return to all is this, That as I have no cause, so I do in no sort consent to that which you were pleased to move me unto, but do desire that yourselves would return the estate unto us, who only have right to dispose thereof, with due satisfaction for all damage that shall appear to be done unto it, since it hath been taken out of our hands; which being timely performed, I doubt not but the three hundred and fifty pounds tendered unto you in February, 1661, may yet be settled upon Hartford, on such like conditions as be therein expressed, tending to the securing of the estate from any further obstructions by your means, and ordering of the improvement of it according to the donor's end, expressed in his will, as our duty bindeth us to do. Now hereunto I do humbly desire the Honored Court speedily and plainly to declare themselves to me (or to our attorneys) whether they do now accept of this tendry or not, without any further agitations about the disposal of it, which hath already been a great wrong to the estate and donor thereof, as also to us, the Trustees, and whole country besides; the which, if you shall decline to do betwixt this and the end of March next ensuing the date hereof, this tendry also is to be judged a nullity, and *we shall forthwith endeavor the freeing of the estate elsewhere*, (italics added) as the great betrusement committed to us, in all respects considered, in duty bindeth us to do thus. Hoping and heartily

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wishing that you would accept of my motion, though I cannot
accept of yours, I rest,

Yours to love and serve you as I may,
WILLIAM GOODWIN.

Hadley, Feb. 1st, '63.*

William Goodwin's thinly veiled threat to attempt to free the estate elsewhere was obviously a reference to Chancery in London. While the colonists had strong ties with the homeland, they did not particularly enjoy the idea of taking their problems to Chancery for solution. The colonists had their own courts of justice and felt capable of settling their differences in New England, not Old England.

William Goodwin also sought the help of Governor John Winthrop in bringing about an end to all the delays and frustrations in the settlement of the estate of Edward Hopkins. Governor Winthrop and Henry Dalley, executor of the Hopkins will, discussed the problems raised by the Court at Hartford when the governor was in England in 1663. Mr. Dalley had also objected to the restraint placed upon the estate. Governor Winthrop's intercession was probably instrumental in obtaining action from Hartford.

On March 10, 1663/4, the Court at Hartford released the estate of Edward Hopkins, seven years after his death.

Spurred on by his experiences in Hartford and the long delay

* A question arises as to the proper date of this letter. The first sentence refers to a letter received from the Court dated November 16, 1663, and this letter, dated February 1, 1663, is an answer to it. Is it possible that the original letter was dated 1663/4 making the true date of the letter February 1, 1664? Before 1752 two calendar systems were used in England. The civil or legal year began on March 25, while the historical year began January first. A date in the overlapping period was written as February 1, 166½, the lower figure showing the historical year. Or it was written 1663/4, the second figure being the historical year. Since these dates are prior to 1776, they could also apply to letters written in this country.

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in the settlement of the first part of the will of Edward Hopkins, William Goodwin was determined that the Hopkins legacy would be forever effective. In 1664, John Davenport and William Goodwin signed an agreement (Appendix B) disposing of the estate. Hartford was given the sum of £400 (an increase of £50 over the original offer). Part of this amount was a farm, and the balance would be paid to Hartford in debts or goods as the trustees or their agents thought best. The money was to be used for a grammar school. The location of the building and the managers of the Hartford legacy were named. They then added the provision that the General Court should give them a written statement allowing the trustees to dispose of the rest of the estate without interference.

Having thus arranged the disposition of the estate that was in New England, they then specifically stated that the second part of the legacy, the £500 that was to become available to New England after the death of Mrs. Hopkins, was to be evenly divided between New Haven and Hadley. They even listed the names of the trustees who were to carry out the provisions of this part of the will. In New Haven, the Town Court (consisting of the magistrates and deputies) and the officers of the church were to assume the responsibility for the distribution of the legacy there. In Hadley, the responsibility was to be assumed by Rev. John Russell, Jr., Lieut. Samuel Smith, Andrew Bacon, and Peter Tilton.

The final arrangement in the agreement was the provision that £100 would be paid to Harvard College out of Hadley's share of the estate. Dr. Ayres gives credit to William Goodwin for the suggestion that the money be taken from Hadley's share!

John Davenport even incorporated the plans for the additional legacy in the New Haven town records. Even though the carefully laid Davenport-Goodwin plans were apparently never consulted or considered following the death of Mrs. Hopkins in 1699, credit

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must be given to these men for their interest, zeal, and foresight in making provisions for the future of the Hopkins Fund.

Having made detailed arrangements for the disposition of the £500 to come from Old England, William Goodwin then proceeded to make plans for the future of education in Hadley. In addition to the Hopkins legacy, two other gifts to education were made in 1664 by John Barnard and Nathaniel Ward. And in 1666, the town of Hadley made a gift of land. These gifts will be described more fully in another chapter. At this point it is interesting to note that others were concerned about the education of the youth in the frontier town of Hadley.

A twentieth-century statesman would do well to study the activities of William Goodwin in the ten-day period from March 20 to 30 in 1669. On March 20, 1669, Mr. Goodwin made the following proposal to the Town of Hadley:

MR. GOODWIN'S PROPOSAL TO THE TOWN, MARCH 20, 1668-9

Mr. Goodwin proposeth, as that wherein he is willing to concur (viz) that as to the ordering the estate distributed and given by Mr. Davenport and himself (as trustees to Mr. Hopkins) to the town of Hadley, donors of the said estate, both for the present and the future; he the said Mr. Goodwin hath chosen three persons (or will choose them) to have power in the premises. He is willing also that the town should give their approbation of the said persons. As also that the town should make choice of two more able and pious men which five persons, together with himself, shall have the sole and full dispose and management of the estate above expressed, in all respects for the end to which it is bequeathed.

2nd. As also the said five persons, together with himself while he lives, shall have the sole dispose and management of all other estate or estates, given by any donor, or that may be while they survive, to the town of Hadley, for the promoting of literature or learning.

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3rd. These five persons to continue, abide, and remain, in the work above expressed, till death, or other Providence of God, remove any of them, and the survivors to choose to themselves the full number above said.

4th. Mr. Goodwin desires the name of the school may be called, Hopkins School. (Trustees Book I, pp. 4, 5.)

In a well-constructed series of proposals, Mr. Goodwin offered to choose three people to manage the Hopkins Fund along with two men chosen by the town. He and these five men would control the fund plus any other estates given to the town for educational purposes. This group would have the right to choose successors to the originally named men, thus constituting a self-perpetuating board of trustees. And his final suggestion was that the school should bear the Hopkins name.

Six days later, on March 26, 1669, the town accepted the proposal made by William Goodwin, approving his choice of: Rev. John Russell, Lieut. Samuel Smith and Aaron Cooke, and adding the names of Nathaniel Dickinson, Sr., and Peter Tilton. The town also approved of the provision for the establishment of a self-perpetuating board of trustees. The present board of trustees at Hopkins Academy continues to operate on the authority of this agreement made in 1669.

TOWN VOTE MARCH 26, 1669

Mr. Goodwin being sent to by the Towne to know the persons he would make choice of as respecting the premises:—he returns he had chosen Mr. John Russell Jun pastour to the Church at Hadley Left. Samuel Smith and Aaron Cooke: The Towne voted their aprobation of Mr. Goodwin's Choice: The Towne allsoe voted Nathaniell Dickinson Sen, and Peter Tillton to Joyne with the three persons before mentioned as a Joint Committee who together with Mr. Goodwin while he lives and after his decease shall

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Jointlye and together have the ordering and full dispose of the estate or estates given by Mr. Davenport and Mr. Goodwin (as trustees as aforesaid to Mr. Edward Hopkins) to this towne of Hadley, *or any other Estate or Estates that are or may be given by the towne itself or any other donour or donours* for the use benefit and maintenance and promoteing of a Gramar Scoole, to and for the use and in this towne of Hadley: As allsoe Jointly and together to act doe conclude execute and finish any thinge respecting the premises faithfullye and according to their best discretion.

Voted allsoe by the Towne that as to the five persons before expressed. If any decease, or be otherwise disabled through the providence of God the rest surviveing shall have the sole choice of any in the roome and place of those surceaseing to the full number of five persons provided they be knowne discreete pious faithful persons:

The Towne have ordered Mr. Clarke and Peter Tilton to prefer the premises to the Courte to be recorded:

(The above is from the town records, p. 67)

Just four days later, on March 30, 1669, the agreement was presented to the Court in Hampshire County and made legal and binding.¹ The reader will notice that mention is made in this agreement of the approximately 300 pounds already received from the Hopkins estate and the 250 additional pounds still to come from England.

AGREEMENT BETWEEN MR. GOODWIN AND THE TOWN AS PRESENTED TO THE COURT MARCH 30, 1669.

Whereas John Davenport Sen. Sometime of New Haven, now of Boston, in ye collony of ye Massachusetts and Mr. William Goodwin of Hadley in Hampshire, in the same colony; the only surviving Trustees to and for that part of the estate of Edward Hopkins Esq. given and bequeathed by that worthy and much

1. Hampshire County Registry of Probate, Book I, p. 106.

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honored donor, in his last will and testament; for and to the promoting and advancing of literature or learning have in these parts of America called New England as his said trustees authorized and impowered by his last will and testament (or those surviving of them) should according to their discretion, care and faithfulness, see cause to order and dispose: the abovesaid Mr. John Davenport and Mr. William Goodwin, makeing a clear and absolute gift and dispose, of a considerable summe, or part of said estate, to the town of Hadley in Hampshire, in the collony aforesaid; for and to the end and use above expressed (viz for the erecting and maynteyning of a Grammar Schoole) as by an instrument joyntly sealed and subscribed, by the said Trustees appeares, the said sum amounting to about Three Hundred pounds, *as also Two Hundred and Fifty pounds more ordered and given (by the Sayd Trustees) to the Town of Hadley at the decease of Mrs. Hopkins:* And whereas the Said Trustees haveing by both their assents constituted a Committee of Four persons, chosen by Mr. William Goodwin as respecting that estate as above expressed given and disposed to Hadley; for the ordering and mannaging of the same for the end abovesaid. Two of the said persons not accepting the said trust, the aforesd Mr. William Goodwin in consulting with the said Towne, about the further choyce of Persons upon the management of the estate above mentioned might be perpetually settled, and the will of the honored donor in all respects fulfilled in and about the same, hath acted with the Town as follows, viz,:

The said Mr. William Goodwin hath made choyce of Three Persons for ye end aforesaid, viz: Mr. John Russell Junr, Samuell Smith and Aaron Cooke Junr, of whom the Town have voted their approbation. The town likewise have made choyce of two persons, viz: Nathaniell Dickinson Sen. and Peter Tilton, which five persons viz. Mr. John Russell Junr. Samuel Smith, Aaron Cook, Nathaniel Dickinson Senr and Peter Tilton shall be and as a joynt Committee authorized and impowered clearly to act jointly and together, as also with the said Mr. Goodwin while he lives, and after his decease, having clear and full power, joyntly and together, to order and appoynt, dispose, manage, act, finish and conclude according

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to their discretion, care and faythfullness, anything respecting the premises, and for the benefitt, furtherance, and advancement of the End or Ends before mentioned, intended and expressed, by the worthy donor of the said estate, and likewise, by the Trustees in their gift of the same to the said town of Hadley.

Also the said Committee of five persons above expressed, shall have full power and authority, joyntly and together to order, dispose and mannage, *any other estate or estates* given and bequeathed to the town of Hadley; either *by the town itselſe*, or by any other donor, or donors or *that may or shall be* given, for the use and benefitt, promoting and advancement of the Schoole afore-said, and learning for and in ye town of Hadley: The town hath also ordered, that the five persons before mentioned surviving Mr. Goodwin, if any of them shall decease, or the other disabled, the surviving persons of the said Committee shall have the sole choyce of other and or others in their room or places still continuing the number of five; provided their choice be of knowne discreet, pious, faithful persons.²

It is indicative of the character and ability of William Goodwin that his seemingly radical proposals to the town were accepted and approved by the town and the court within a ten-day period. The far-reaching effects of the activities of this dynamic man are still felt in the latter half of the twentieth century, almost 300 years after his death. There is still a school in Hadley that bears the Hopkins name. And there is still a self-perpetuating board of trustees consisting of twelve men and one woman who are active in their respective churches and who are leaders in the civic and governmental life of their communities. They are the twentieth-century counterparts of John Davenport, Theophilus Eaton, John Cullick and William Goodwin, seventeenth-century trustees of the will of Edward Hopkins, wealthy London merchant and Connecticut colonist.

2. Hampshire County Registry of Probate, Book I, p. 106.

IV. Disposition of the Hopkins Legacy

Part Two—Old England

IN 1894, the Trustees of Hopkins Academy said it was too late then to take any action, but this decision was not one lightly made. The above is in reference to that portion of the will of Edward Hopkins which read that “within six months after the decease of my wife £500 be made over into New England, according to the advice of my loving friends Major Robert Thomson and Mr. Francis Willoughby, and conveyed into the hands of the trustees before mentioned, in further prosecution of the aforesaid public ends, which in the simplicity of my heart are for the upholding and promoting the kingdom of the Lord Jesus Christ in those parts of the earth.”

In the first book of the records of the Trustees of Hopkins Academy in Hadley is found a copy of a paper dated April 30, 1664 (Appendix B), embracing an agreement between John Davenport and William Goodwin, the only survivors of the four original trustees of the will of Edward Hopkins. Looking forward to the day when the additional £500 would be available, they agreed that “the £500 which is to come from Old England when it shall become due to us, after Mrs. Hopkins her decease be all of it equally divided between the towns of Newhaven and Hadley, to be in each of those towns respectively managed and improved towards the erecting and maintaining of a Grammar School in each of them. . . .” This agreement was signed by William Goodwin at Hadley on April 30, 1664, in the presence of Henry Clarke and Nathaniel Dickinson, Sr., and at New Haven, by the Rev. John Davenport, Sr., August 3, 1664, in the presence of William Jones and John Davenport, Jr.¹

1. A certified copy of this agreement can be found in the Judd manuscripts in the Forbes Library in Northampton, Mass.

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These were conscientious men who took their responsibilities seriously and who felt it their duty to make arrangements for the disposition of the additional money that would one day become available. Each man, in his respective community, had made other arrangements also; these were in respect to continuity in the management of the Hopkins funds. In Hadley, William Goodwin had chosen three men, Rev. John Russell, pastor of the church at Hadley, Lieutenant Samuel Smith, and Captain Aaron Cooke, to serve on a committee with him and two able and pious men named by the town. These six men would then have the sole management of the Hopkins estate that had come to Hadley. Mr. Goodwin further proposed to the town that his committee, while they lived, would also have the sole disposition and management of all other estates given by any donor to the town of Hadley for the promotion of literature or learning. He also stipulated that these men would continue in their work until their death or "other Providence of God remove any of them." Realizing the temporary nature of his stay on earth, and probably contemplating his removal to Farmington, Connecticut, about 1670, he further stated that the survivors on the committee should choose the replacements needed to complete the committee. In addition, he expressed his desire to have the school named the Hopkins School.

On March 26, 1669, the town of Hadley approved Mr. Goodwin's choice of men and named their own representatives, Nathaniel Dickinson, Sr., and Peter Tilton. Not only did the town agree to give this committee sole disposition and management of all estates by any donor or donors for the use and benefit and maintenance and promoting of a Grammar School, but the town also agreed to the same conditions in regard to any estates given by the town itself.

Thus it can be seen that arrangements had been made at a

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very early date to safeguard the fund by having a self-perpetuating board of trustees empowered to dispose and manage the Hopkins Fund in conjunction with all other funds given for the promotion of learning.

That portion of the will concerning the £500 legacy that was to come to this country following the death of Mrs. Hopkins was the subject of much controversy in both Old England and New England in the early eighteenth century. Mrs. Hopkins survived her husband by more than forty years. And during this time all the original trustees of the will of Edward Hopkins had passed on. After 1680, those who continued as trustees at Hadley left no record of their knowledge, or lack of it, concerning the additional legacy that was supposed to be divided equally between New Haven and Hadley. A study of Judd's *History of Hadley* provided ample explanation for the lack of action on the part of Hadley trustees. Even if they had been aware of Mrs. Hopkins' death, it seems highly improbable that they were in a position to take any action. Hadley was still an outpost.

The inhabitants of Hadley had suffered innumerable losses during the French and Indian War. The relatively small area of Hadley occupied by the early settlers was fortified against attack. Judd referred to the constant repairing and enlarging of fortifications in the center of Hadley. Just keeping alive was a full-time occupation.

It is not surprising, then, to learn that the Hopkins trustees in Hadley took no action to collect and safeguard their portion of Edward Hopkins' estate available six months after the death of Mrs. Hopkins and bequeathed to the trustees in the first part of the Hopkins will. Whether lack of knowledge of Mrs. Hopkins' death in 1699 was due to poor communications or due to a lack of transmission of the information from England by the heirs of

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the executor of the will is an important detail not available to the twentieth-century research analyst. However, the eventual disposition of the £500 due to come to New England after Mrs. Hopkins' death resulted in a great loss to the struggling grammar schools in New Haven and Hadley.

It was not until 1706 that any action was taken in regard to the disposition of the £500 due to New England after the death of Mrs. Hopkins, which occurred on December 10, 1699. (Both 1698 and 1699 have been given as the year Mrs. Hopkins died. However, 1699 has been chosen because the decrees in Chancery used 1699.) Action was initiated against the heirs of Henry Dalley, nephew of Edward Hopkins and executor of his will, by the Corporation for the Propagation of the Gospel in Foreign Parts to obtain information about the bequest. In 1709 the case was heard, and the Master in Chancery, Thomas Gery, after a study of the executor's accounts, found that there were sufficient funds to pay the £500 legacy with interest from six months after the death of Mrs. Hopkins.

In making his findings, Master Gery ordered that the sum "should be paid and applyed to the Schoole or Colledge in New England for the breeding up of Schoolers there in the Studdy of Divinity." It would appear that Master Gery was unaware of the wording of the Edward Hopkins will, which stated:

My farther mind and will is, that within six months after the de-
cease of my wife £500 be made over into New England, accord-
ing to the advice of my loving friends Major Robert Thomson and
Mr. Francis Willoughby, and conveyed into the hands of the
trustees before mentioned, in further prosecution of the aforesaid
public ends, which in the simplicity of my heart are for the up-
holding and promoting the kingdom of the Lord Jesus Christ in
those parts of the earth.

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It was clearly and precisely arranged by Edward Hopkins that this additional sum be forwarded to New England to the trustees he had chosen to administer his estate in this new world. And as previously stated, the two surviving trustees at the time of the settlement of the first part of Mr. Hopkins' will had already made very definite plans for the distribution of the £500 when it became available. This sum was to be equally divided between the towns of New Haven and Hadley. The agreement also clearly stated who would have the responsibility of administering the funds in each community.

Nothing could be clearer or more definite than this agreement made by John Davenport in New Haven and William Goodwin in Hadley. They anticipated the reception of the £500, and they arranged for its distribution in the event that either one or both would not be in a position to carry out the wishes of their dear friend, Edward Hopkins. They clearly stated the purpose for which the money was to be used: education of the youths in the new country at the Grammar School. They specifically named the two communities that were to benefit from this additional legacy, New Haven and Hadley. Yet when the final decree of the court was made in 1712/3, there was no mention at all of New Haven and Hadley! The £500 legacy, with interest from six months after the death of Mrs. Hopkins, was awarded to Harvard College!

Mention had already been made of the living conditions in Hadley in the latter part of the seventeenth century which were most likely a contributing factor in the failure of the Hadley residents to make any attempt at that time to obtain the share of the additional £500 legacy that had been expressly catalogued for their use in the grammar school.

In New Haven there was a different atmosphere. Mr. Davenport had committed the interests of the Hopkins School to the

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town of New Haven, and he specifically entered upon the town records the information that there would be £500 more after the death of Mrs. Hopkins and that half of it would be for New Haven. He wanted the authorities to know what the situation was in case he died.

In spite of the careful planning of the two surviving trustees, not one shilling of the legacy ever reached New Haven or Hadley. Dr. Ayres made reference to this part of the legacy in Appendix A of his history. This must have sparked a burst of activity on the part of the board of trustees during the next five years. Several documents were found among the trustees' papers showing the interest of the board in obtaining more definite and detailed information about the distribution of the £500 after the death of Mrs. Hopkins.

Several references made mention of the late and feeble attempt of the New Haven community to obtain a portion of the legacy, but no written material was found showing that Hadley was aware of the death of Mrs. Hopkins. Therefore, no effort was made by Hadley to be represented in Chancery when the case was being heard.

Following the publication of Dr. Ayres' *History of the Hopkins Fund, Grammar School and Academy in Hadley in 1890*, the trustees obtained copies of two records from the Public Record Office. Both were from the Entry Book of Decrees and Orders (Chancery). The first was dated 1710 (Appendix C) and the second 1712 (Appendix D).

There were some who refuted Hadley's right to any part of either the first or second portion of the legacy.² There were others who stated that the Master in Chancery, Thomas Gery, was un-

2. Bowditch, Charles P., *An Account of the Trust Administered by the Trustees of the Charity of Edward Hopkins*, pp. 44, 46.

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familiar with the provisions of the will that called for the remittance of the £500 to the trustees of the will in New England. Yet the certified copy of the action taken in Hilary Term 1710/1 clearly mentions the sum of £500 to be remitted “out of his (Edward Hopkins’) Estate in England into New England within 6 months after the death of Ann his wife according to the advice of Robert Thomson and Francis Willoughby *into the hands of the said Trustees. . .*” (italics added). The said trustees were the four previously mentioned, John Davenport, Theophilus Eaton, Capt. John Cullick, and William Goodwin. By the time this case was heard in Chancery, all four trustees were dead, but Mr. Davenport and Mr. Goodwin had foreseen this possibility and had made very explicit arrangements for just such a condition. Robert Thomson and Francis Willoughby were dead. Henry Dalley was dead.

Edward Hopkins had named his nephew, Henry Dalley, his sole executor and residual legatee. Dalley died before Mrs. Hopkins, and his will provided for the maintenance of his sisters, Elizabeth Nowell and Patience Fitch, and their children. From all appearances, the £500 legacy was forgotten by the beneficiaries, and those in possession of it apparently made no effort to enlighten the colonists in New England.

In 1708, at the Michaelmas Term of the Court in Chancery, action was brought against the executor of the will of Henry Dalley and some of its beneficiaries. This action was brought by the Attorney General, but it is thought that it was originally initiated by the Society for the Propagation of the Gospel in New England who inquired about the ownership of the £500 and the best way to recover it.

Mr. Exton, executor of the Dalley will, claimed no one had ever requested payment of the £500 and that the money had been used. In 1709, the case was referred to Master Thomas Gery to

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determine if there were sufficient assets to pay the legacy with interest from June 10, 1700 (six months after the death of Mrs. Hopkins). He was also charged with the responsibility of determining if there existed a school or college in New England as mentioned in the original Hopkins will.

Appendix C contains the report of the charges and the findings. On February 10, 1710/1, Master Gery determined that there were sufficient assets and that there was a school and college at Cambridge in New England called Harvard College. Defendant Exton was ordered to appear before the Master in Chancery within three months with the £500 plus interest at 5% from six months after the death of Mrs. Hopkins. If Exton failed to meet the deadline, then the interest was to be at 6%. Master Gery further stated that when the money was available, it was to be "laid out in the purchase of lands in New England in the names of the corporation for the propagation of the Gospel but the Trust is to be declared in the deeds to be for the benefit of the college and grammar schoole at Cambridge in New England. . . ."

Appendix D, Hilary Term 1712/3, refers to the fact that all parties concerned had eight days within which to oppose the action of the court. None took exception to the Master Attorney General's report, so the order was considered absolute.

In New Haven, some word of the activity in Chancery had been received. In October, 1711, action was initiated on behalf of the Grammar School at New Haven. Mr. Jeremiah Dummer of London was engaged to represent the School at the hearings. The records at the Grammar School acknowledged the receipt of a letter from Mr. Dummer dated March 15, 1712, but the contents were not noted. Neither was there any information about the context of the next letter sent to Mr. Dummer. The general feeling was one of "too little, too late."

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In his *Chronicles of Hopkins Grammar School*, Mr. Davis made mention of two occasions when the trustees considered the feasibility of a suit to reclaim the 500-pound legacy with interest from 1700. In 1841, Professor William Kingsley obtained copies of the court record. In 1894, the trustees of Hopkins Academy also obtained copies of the decrees in Chancery dated 1710/1 and 1712/3, and gave very serious consideration to a suit. The author is more familiar with what transpired at Hadley because of the availability of the copies of the Chancery records (Appendix C and Appendix D) and correspondence on the subject between John C. Hammond, President of the Board of Trustees at Hadley, and Judge Simeon E. Baldwin, a member of the Supreme Court of Connecticut, a governor of Connecticut, a member of the Board of Trustees of Hopkins Grammar School and later president of the board.

Mr. Hammond drew up a draft of a bill in equity to be presented to the court on behalf of the trustees in Hadley. This draft was seen and studied by Judge Baldwin, who wrote his opinion of it and also provided historical background for some of the earlier actions taken in New Haven. He also included his opinion of the action taken in Chancery:

The Court, in 1713, in effect, changed both the trustees and the trust without, apparently, making any of the existing trustees parties, though they were subjects of the realm, and gave the benefit of a large part of the fund to Harvard, which by its acceptance of the £100 fifty years before, had been put on notice of the then status of the trust, as well as of its original terms.³

Judge Baldwin must have enjoyed the prospect of being involved in such an historic suit, but he was of the opinion that the passage of time was too great to have serious consideration given

3. Letter from Judge Baldwin to J. C. Hammond dated August 29, 1894.

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the suit in court. However, he felt strongly that "once a trust, always a trust." His opinion was respected, and the trustees in Hadley took no further action.

In the Archives at Harvard University, many references were found concerning the suit in Chancery that involved the £500 due to New England six months after the death of Mrs. Hopkins. The reader will be interested in studying two letters from Henry Newman,⁴ Agent for the College, to Reverend Mr. John Leverett, the President of Harvard University, dated 26 June 1710 (Appendix E), and 22 January 1712/3 (Appendix F). Attention is directed to the activities of one Jeremiah Dummer, the agent who had been engaged to represent the interests of New Haven (referred to at times as Connecticut) at the Hopkins hearings in Chancery.

In the first part of the letter dated 22 January 1712/3, Henry Newman expressed concern that the case was taking so much time and that there had been so many delays in obtaining a decision on the disposition of the £500. He recorded the part Mr. Dummer and he had played in getting action from the Attorney General and the request made to them by the Attorney General concerning the application of the charity. Both men felt that the corporation of the college would be best qualified to determine the disposition of the legacy. When the Attorney General suggested that he might recommend some disposition not agreeable to the college, Mr. Newman consulted all the "Harvard Schollars in Town" and drew up a letter which they all signed except Mr. Dummer who chose, instead, to sign a separate letter "for a particular reason at that

4. Henry Newman, a graduate of Harvard College in 1687, had taken up residence in London in 1694. He was Secretary of the Society for Promoting the Gospel in Foreign Parts from 1708 until his death in 1743. Mr. Newman was appointed the agent of the corporation of Harvard College and received £40 for representing the corporation at the Hopkins hearings and for the prosecution of their rights in Chancery.

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time." Mr. Newman continued by enumerating suggestions he had received from various people for the application of the legacy. Later in the letter, Mr. Newman again expressed great concern over the unnecessary delays that were experienced in having the case closed. In his own words,

. . . during this I was in no small pain for fear of some trouble from Connecticut before we could gett itt issued, but very providentially they had sent their first power to Mr. Dummer who was already a part concerned in behalf of the School at Cambridge and had given his consent under hand to the Division of the Charity, so that his hands were in a manner ty'd; and since that I hear they have impowered another Gent. in the court of England to insist upon their pretensions, But I hope we shall have it Decreed irrevocable before he knows where to begin his application; Not that I believe he would get anything by it, but he could not contest it, without putting the College to expense as well as himself and I think the account is already swelled too much. . . ."

In the same letter Mr. Newman informed Mr. Leverett that the report was filed and all parties concerned had eight days to enter exceptions. Obviously none were entered.

On March 19, 1712/13, it was decreed that the £500 with interest at 5% from six months after the death of Mrs. Hopkins, should be laid out in the purchase of lands in New England, in the name of the Corporation for the Propagation of the Gospel, but for the benefit of the college and grammar school at Cambridge. Three fourths of the income was for the college and one fourth for the grammar school. When Sir William Ashurst forwarded the legacy to Samuel Sewall, treasurer to the trustees, the £500 legacy, with expenses subtracted and interest added, had increased to £1104 8s. 2d., and with an additional £147 5s. for the difference

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between 15*d.* and 17*d.* weight, the total legacy received was £ 1251 13*s.* 2*d.*⁵ This was more than two and a half times the size of the original bequest.

The trustees of this legacy purchased land from the Natick Indians, and the General Court provided additional acreage; this combined land is now the site of Hopkinton and part of Upton. To the twentieth-century student, Hopkinton is best known as the starting point for the annual marathon races of the Boston Athletic Association which are held on April 19th.

How was the £500 legacy discovered and by whom? In a letter dated Mid:Temple Oct. 3d, 1717, from the same Henry Newman to J. W. (John White), treasurer of Harvard College, Mr. Newman inquired about a gift for Mr. Evans, the solicitor, who first discovered the dormant Hopkins legacy. Mr. Evans was anxious to know what action the college had taken concerning a gift for him which Mr. Dummer and Mr. Newman had more or less promised him while the Hopkins case was being heard in Chancery. Mr. Newman expressed hope that the trustees would do what was honorable for Mr. Evans, especially since the master in Chancery had not allowed Mr. Evans' bill of costs. The same letter had a reference to a gift that Mr. Evans had received from another source for rescuing another dormant legacy. Mr. Evans' activities indicated that he was a professional finder of heirs to forgotten legacies. This account does not coincide with the one which stated that one of the descendants of Edward Hopkins mentioned the £500 legacy to a Mr. Bannister and inquired about a college in New England.⁶ In discussing the life of Edward Hopkins in an earlier chapter, mention was made of the fact that he was childless. This would eliminate any direct descendants.

5. Ayres, R., *The Hopkins Fund, Grammar School and Academy, in Hadley, Mass.*, p. 180.

6. Bowditch, C. P., *op. cit.*, p. 11 n.

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Periodically through the years, there have been heated arguments concerning the disposition of both the first (New England) and second (Old England) parts of the will of Edward Hopkins. Logic has sometimes given way to bias, but the debate has never been dull. One toys with the idea of a twentieth-century exposition of the case. There are more facts to work with and a greater perspective with which to view the many facets of the legacy, the trustees, the legatees, and the living memorials to Edward Hopkins.

For the reader who delights in debate and enjoys the interplay of ideas and arguments, it is recommended that two pamphlets be perused, bearing in mind that the authors represented diametrically opposed views. On July 24, 1860, on the occasion of the 200th anniversary of the founding of the Hopkins Grammar School in New Haven, the Rev. Leonard Woolsey Bacon delivered "an historical discourse" in which he recounted the story of the Hopkins legacy and the early days of the school at New Haven. He made reference to Quincy's *History of Harvard* and the author's comment that the "bequest of five hundred pounds, vested in trustees, was destined to find its sphere of usefulness in Harvard College, or its vicinity." He also suggested that those interested should read the review of Quincy's history by Professor William L. Kingsley that appeared in the *Biblical Repository*, Vols. XVIII and XIX. The twentieth-century reader will find within the closely printed lines heated arguments against the disposition of the £500 legacy.

In 1889, Charles Bowditch, secretary of the Trustees of the Charity of Edward Hopkins in Cambridge, penned a blistering rebuttal to Kingsley's review and spent considerable time defining the true meaning of the definite article "the," and showing its application to the college already in existence in New England, Harvard. As for Hadley's share of the original bequest he dismissed it thus:

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It does not appear that Hadley possessed a grammar school till after it had received the Hopkins bequest; but it is not necessary to refer to this further than to say, that it is not maintained by any one that Hadley had any claim to share in either bequest, except so far as it was the residence of one of the original Trustees, who moved thither several years after the death of Governor Hopkins.⁷

The residents of Hadley have always known that their participation in the Hopkins legacy was due primarily to the determination of William Goodwin to carry out the wishes of his close friend, Edward Hopkins. The change of residence of William Goodwin and his followers, from Hartford to Hadley, was indeed Hadley's good fortune.

Would the decision in Chancery have been the same if John Davenport and William Goodwin had outlived Mrs. Hopkins? The Davenport-Goodwin carefully laid plans would, of necessity, have made many changes in the educational life of New Haven and Hadley. Would Yale College, probably known by another name (Hopkins College?), have been founded earlier as a result of receiving its anticipated share of the £500 legacy due from England? And would Hadley have used its half of the legacy to establish the proposed Queen's College in Hampshire County? Both communities would then have been fulfilling the dream of Edward Hopkins of educating hopeful youths at both the grammar school and college.

7. Bowditch, C. P., *op. cit.*, p. 46.

V. The Hopkins Fund from the Earliest Beginnings

IN 1664, the year that the first part of the Hopkins legacy became available for educational purposes, two other bequests were made that became part of the Hopkins Fund in Hadley.

On May 21, 1664, John Barnard, one of the first settlers of Hadley, followed the example of Edward Hopkins, and in his will made arrangements for a gift of land that would be used for the advancement of education in Hadley. He bequeathed twelve acres, one rood and nine poles of meadowland in Hadley; six acres, two roods and twenty-nine poles in the Hockanum Meadow; and five acres, two roods and twenty poles in the Great Meadow.¹ In addition, Mr. Barnard, in a codicil to his will, gave "his piece of land lying in the Forlon," as well as other land in Hockanum, for a school. He stipulated that if no school were in existence at the death of his wife, the land was to be improved by four of the poorest men in town until such time as there was a school. Like William Goodwin, John Barnard had first settled at Cambridge, then Hartford, and had arrived in Hadley with the dissenters in 1659. He died in Hadley in 1664.

In a previous chapter, mention was made of a meeting of the minority dissenters of the Hartford Church at the home of Goodman Ward on April 18, 1659. It was at Ward's home in Hartford that arrangements were made for the withdrawal of approximately sixty outstanding men from the Hartford area. Although all who signed the agreement signifying their intention to remove to Hadley did not actually take up residence in that town, the majority

1. A rood is approximately $\frac{1}{4}$ of an acre, or 40 square rods. A pole is a rod or $5\frac{1}{2}$ yards.

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did, and Nathaniel Ward was among them. He, too, was an early settler in the Connecticut Colony who was held in high esteem by his associates. When he removed to Hadley, he was assigned a house lot on the southwesterly side of the present West Street. In his will, dated May 27, 1664, he bequeathed, after the death of his wife, a part of his home lot and his house to the town of Hadley for the maintenance of a school. Actually the school itself had not been established officially, but like John Barnard, Nathaniel Ward had faith in the group of men chosen to administer the Hopkins legacy, and he entrusted to them the future of education in the new settlement. He also willed to the town, for use by the school committee, approximately five acres in the North Meadow and about nine acres in Hockanum. Mr. Ward apparently died immediately after executing his will. He was buried June 1, 1664.

For many years the Ward house was used as a school. It was not until 1688 that the town records reported the necessity of renting a room for school purposes.

The town of Hadley also contributed land toward the maintenance of a school. In January, 1666, "two little meddows next beyond the Brooke" were set aside and as much "upland" as was necessary, with the provision that the school committee allow room for a convenient passage for cattle to cross to their feed. Those two little meadows contained approximately sixty acres, and the upland tract was of considerable size. Peter Tilton, one of the members of the original committee set up to administer to the educational needs of the town, referred to the meadows as "the round neck of land and the little long meadow reserved by the Indians" in their first sale of land to the settlers.

Again in 1671, the town donated land. This time the land was located near the corn mill, and it was to be used by the school

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committee for erecting a house for the use of the miller. The language of the grant was quaint, but the intent was clear. This land would be controlled by the school committee and their successors only as long as the members of the committee were still pious, discreet and faithful men.

Four years later, in 1675, Henry Clark, another of the first settlers of Hadley and a former resident of Windsor, Connecticut, bequeathed land to the town of Hadley for the Hopkins School. He gave nine acres in Hockanum and two and a half acres in the Great Meadow. His will, dated December 15, 1675, was executed just eight days before his death. By 1675, the Hopkins School had been well established, and Mr. Clark was obviously aware of the work that was being done in the school. A man of wealth, he had held responsible positions in Windsor before removing to Hadley, in 1659. In Hadley, he witnessed the signature of William Goodwin on the Davenport-Goodwin agreement concerning the disposition of the Hopkins legacy in New Haven, Hartford, and Hadley in 1664.

John Barnard, Nathaniel Ward, and Henry Clark shared with Edward Hopkins a strong desire to see education flourish in the new world, and all four contributed immeasurably toward the fulfillment of that desire in Hadley. The fact that these men were so vitally concerned about the youth of this country and the education that they should receive to make them valuable citizens in future times is all the more remarkable when one realizes that these four men were childless. Having no heirs of their own, they made generations of Hadley children yet unborn their collective heirs and provided them with the foundation for a bright educational future to prepare them for service to their country.

A study of the wills of these four men reveals another startling

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similarity: all four died within a few days after signing their final legal documents. Education of the youth of the new country was uppermost in the minds of these men even as death awaited them.

For a third time, the town of Hadley donated land for the use of the school committee. On June 3, 1678, the town granted a piece of land, not exceeding four acres, to be used for a house lot for the miller. This land adjoined the corn mill, while the previous grant of land was near the corn mill.

All these gifts were made on behalf of education in the seventeenth century, and all were made between 1664 and 1678. Then for many years no record can be found of any gifts to the school committee in Hadley. The latter half of the seventeenth century was a difficult one for the residents of Hadley and many of the other Connecticut River settlements. The French and Indian War was raging, and Hadley was one of the frontier towns. Once again we are reminded of the struggle for existence that was part of the daily occupation of all the residents of Hadley.

Even the property of the carefully chosen school committee was not safe from attack. Money from the Hopkins legacy had been used to build the corn mill and the house for the miller on the property donated to the committee for these purposes. Income from the corn mill had been used for maintenance of the school. During King Philip's War, the corn mill, located in the present center of North Hadley, was indeed an outpost when one recalls that the main fortifications of the town of Hadley surrounded the dwellings in the center of the town in what is now known as West Street. In September, 1677, the corn mill and the miller's house, with all the outbuildings, were burned by the Indians. The discouraged school committee did not rebuild the mill, but in 1678 or 1679, Robert Boltwood rebuilt it with the permission of the town. For several

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years the ownership of the mill appeared to pass back and forth between the school committee and Mr. Boltwood.

The situation became so serious that finally the Rev. Mr. Russell went to court in Northampton to have the matter settled. At the court, on March 30, 1680, it was brought out that the original legacy from the Hopkins estate had been almost completely used to build the corn mill; that the income from the mill (used for school purposes) had been considerable; and that the Indian action in burning the mill had made the fund precariously low; that Robert Boltwood had improved the property for his own use; that he was entitled to repayment of his expenses; and that the mill and other related property should never have left the control of the school committee. In the same court account of the problems with the corn-mill ownership, there was a reference to the £250 expected to come from Mr. Hopkins' estate in England, but there was a note of uncertainty about it. This additional legacy would help the school to get back on solid ground. The court ruled that the income from the mill and various tracts of land should be paid to Mr. Boltwood for his expenses in improving the mill and farmland nearby. This arrangement was to continue until a schoolmaster was obtained.

A disturbing note was injected into the court opinion when mention was made of allowing some of the income to be used for an English School as opposed to a Grammar School, the type mentioned in Edward Hopkins' will.

The differences between Robert Boltwood (and later his son, Samuel) and the school committee continued to grow, and the case was again brought to the courts. On March 30, 1685, John Pyncheon and John Allis heard the case and decided that Samuel Boltwood should give the school committee a clear title to the mill and sur-

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rounding property or pay £44 13s. 5d., the amount of his obligation.

In Northampton, on June 6, 1687, there was another court hearing wherein Mr. Boltwood was questioned concerning his failure to comply with the previous court decision. He presented facts and figures favoring his retention of the mill and its surroundings. As a result of this hearing, the court ordered that the committee in Hadley which had taken over the school estate for an English School should immediately return it to the original committee of the Grammar School. The court further provided for another hearing if the parties concerned could not settle their differences amicably.

On April 10, 1688, the case was presented for arbitration before William Clarke, Esq., Joseph Hawley, Esq., and Samuel Partrigg, with the stipulation that if any two should not agree on a decision, then Lieut. John Allis would work with them and determine a solution with any two of the three arbitrators, and this decision would be approved by the members of the Superior Court. On April 26th of the same year, a decision was handed down by William Clarke, Joseph Hawley, and John Allis, allowing Samuel Boltwood a sum of money that would be a fair value for the expenses that both he and his father had encountered in improving and maintaining the mill and nearby land. The amount allowed was £71 10s. The school committee had previously paid the Boltwoods £62 11s. 11½d., and the balance was to be paid "in wheat, peas and indian (corn) and pork at equal proportions," or by some other arrangement that would be mutually agreeable.

Samuel Partrigg did not sign the above-mentioned agreement but chose instead to sign another statement expressing concern that Robert Boltwood did not receive compensation for the haz-

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ards he and his family were exposed to from the Indians and for the personal expense involved in defending the corn mill.

Fortunately, the saga of the corn mill, the first venture in real estate by the trustees of Hopkins Academy (known then as the school committee), was not typical of all of the investments of the trustees.

Those interested in reading the annual financial reports of leading industries, companies, and other twentieth-century organizations will probably be amused at the format and content of the financial report of the trustees that was presented to the Court in Springfield on September 26, 1682. Only the actual "financial statement" will be quoted here. The rest of the court paper dealt with the background of the Hopkins legacy, the trustees of the estate of Edward Hopkins, the disposition of the estate in New England, the Goodwin agreement with the town of Hadley, and the succession of trustees. Again mention was made of the expected £250 to come to Hadley after the death of Mrs. Hopkins.

The estate of the Hopkins School presented to ye committee was

	£	s.	d.
By Mr. Goodwins account as in the particulars of it appears	308	= 01	= 11
Item Given by Thomas Coleman	005	= 00	= 00
Item Given by Mr. Westwood	013	= 17	= 02
Item Given by Widdow Barnard	002	= 00	= 00
	328	= 19	= 01

Item Given by the Town of Hadley to the School two small meadows lyeing above the mill commonly called the School Meadows by estimation about 60 acres of meadow

Item Given by Nathaniel Warde of Hadley to ye school one

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house with about an acre of Land and about twelve acres of Meadow Land

Item Given by John Barnard twelve acres of Meadow

Item Given by Mr. Henry Clark about eleven acres and a half of Meadow Land

This house and Landes have not beene brought to any particular vallation.

Item There is by ye sd Deed of Mr. John Deavenport and Mr. Goodwin the one half of 500 li which Mr. Hopkins by his Last Will ordered to be sent over to New England given to ye sd Hopkins School in Hadley, the which hath not beene yet Received and we feare is never like to be. The accompt of Hopkins School in Hadley is

	£	s.	d.
Mr. Goodwin gives an account of charges expended by him to settle the estate	£ 10	= 00	= 00

Item loss in ye price of a house and land bought by Mr. Goodwin and allowed	25	= 08	= 02
---	----	------	------

Item building a cellar frame, Chimney, and oven while ye mill was building	3	= 00	= 00
--	---	------	------

Item building a house over ye Mill	12	= 03	= 00
------------------------------------	----	------	------

Item building a house for ye Miller to dwell in	43	= 19	= 03
---	----	------	------

Item building a Barne for ye ffarme	10	= 00	= 00
-------------------------------------	----	------	------

Item fenceing in ye farm at first	26	= 04	= 00
-----------------------------------	----	------	------

Item fenceing twice more after ye war at	20	= 00	= 00
--	----	------	------

Item pd to clearing a debt of Mr. Hopkins which was condition all of clearing a debt to Mr. Hopkins at	17	= 00	= 00
--	----	------	------

Item to Wm Markham for a rood of Land and Repair of a Barn	05	= 00	= 00 ²
--	----	------	-------------------

The final paragraphs explained that the rest of the estate, except for the house and land, had been expended in building a mill and Damm (*sic*), in repairing houses and setting up and maintaining a schoolmaster in the beginning.

2. Hampshire County Registry of Probate, Book I, pp. 224, 225.

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The report continued with the statement that these things were done principally by Mr. Goodwin before the committee had very much influence in the administration of the fund. At first, the income from the mill amounted to approximately £25 per annum; later, it yielded about £20. Most of this money was used for maintaining the schoolmaster.

This account, prepared and signed by John Russell and Aaron Cooke, was allowed and approved by the court in 1682.

VI. Queen's College Hampshire County Proposal

THE GRAMMAR SCHOOL in Hadley was a jealously guarded institution dear to the hearts of many of its early citizens. It was the type of school known to the colonists through first-hand experience in their early school days in England. In this new world there was the desire to cherish the old traditions while breaking ground for and establishing new ones for future generations.

Hadley's first settlers were among the best of the Hartford settlement who broke with the Connecticut Colony in 1659. Many were men of wealth and education. The school in Hadley was to be fashioned after the school of their childhood and early manhood. It was to be a school where languages were taught and boys were groomed for the university. This was the kind of school known to, and envisioned by, Edward Hopkins when he penned his famous will. It was the type of school originally established in Hadley.

As long as the Hopkins legacy was increased and aided by grants of land from the town and legacies from men of wealth, and was administered by the chosen trustees, there appeared to be no specific problems about the Grammar School.

It was in 1680 that the Rev. Mr. John Russell sought the assistance of the court in settling the Boltwood-corn mill dispute and found himself involved in an even greater problem of interpretation and definition. After settling the dispute, at least temporarily, the court added: "Yet we see not but that some thing of the donations may be to a school at Hadley for the present (if the committee see cause) be allowed for an English school there."

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Whether intentionally included or not, this sentence was cause for consternation because it changed the whole character of the school in Hadley. Instead of a school fitting boys for the university, it became an English School (or a school for basic reading and writing), something far removed from the type of school envisioned, planned, and established by the first trustees of the Hopkins School.

The dauntless Mr. Russell spared neither time nor paper in presenting the case of the school committee to the representatives of the President and Council in Boston, on November 18, 1686, when those men, John Pyncheon, Aaron Cooke, and Joseph Hawley, were in Hadley to hear both sides of the question. Calling upon his religious background for assistance and illustrations, Mr. Russell explained in great detail the committee's reasons for refusing to divert the Hopkins estate to an English School. Although many and long, his reasons were effective.

On December 8, 1686, Edward Randolph, Secretary of the Council in Boston, sent to John Pyncheon a statement that began "By the Honorable, the President and Council of his Majesty's Territory and Dominion of New England, in America." The body of the statement upheld the school committee and the Grammar School and declared that it was beyond the power of the town of Hadley, or any other, to divide the estate, including mills, lands, streams, or privileges belonging to the Grammar School, to any other use. The Council also defined the Grammar School as a school "holden by a master capable to instruct children, and fit them for the university." In addition to defending the committee and defining a Grammar School, the Council summarily dismissed Mr. (Samuel) Partrigg from the school committee.

On June 8, 1687, all the suggestions set forth in the Council's

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communication were approved by the Court in session in Northampton. One additional item was ordered: that the town of Hadley return the estate to the school committee.

The town voted on August 29, 1687, to rescind its action of August 23, 1686, and release the lands seized by the town from the school committee, but it reserved the right to make claim or appeal at any time in the future.

This action by the town of Hadley so infuriated the members of the Court that they sent a letter to the selectmen of the town expressing their annoyance and disappointment with their vote and their levying of a tax on the school estate which was contrary to law. After the polite closing, "Your Assured Friends," came this sentence:

We let you know and hereby declare that we forbid the constables and all officers from levying or collecting any particular tax toward any town affair, upon the school estate.

Springfield March 7, 1687-8¹

This was not the last of the legal entanglements that involved the trustees and the Hopkins estate. The history of the Hopkins School is checkered with lawsuits.

Why was the pastor of the Hadley Church so interested in the disposition of the school estate and so determined that it should be confined to a Grammar School and not used for the benefit of an English School? Did he envision something bigger and better for Hadley—perhaps a college? It is possible he had in mind Edward Hopkins' words "at the grammar school, and college" when he fought for the continuance of the Grammar School in Hadley.

Pastor Russell's unspoken desire for a college in Hadley in the seventeenth century probably was the forerunner of the thoughts

1. Judd, Sylvester, *History of Hadley*, 1863 ed., pp. 62, 63.

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of others for such an institution of higher learning in western Massachusetts. On at least two other occasions the same thoughts and desires were being experienced by later residents of the area.

Shortly after the middle of the eighteenth century, Col. Ephraim Williams, who died in 1755, left a bequest of more than £1,000 to establish a college to be known as Williams College. He had chosen the location, West Township, provided it changed its name to Williamstown and was located in the Province of Massachusetts Bay (there had been some question about it being part of New York). He further provided for the disposition of the bequest if West Township did not meet his specifications; in this event, the executors of his estate were empowered to put the fund to some "pious and charitable" use. Several years passed without any action in West Township.

Captain Israel Williams, a cousin and one of the executors of the will of Ephraim Williams, resided in Hatfield. Several relatives also lived in Hatfield and other Connecticut Valley towns. J. C. Long, writing in the *Amherst Graduates' Quarterly* (Vol. XXIII, February 1934), noted that a committee was organized consisting of men from most of the Hampshire County towns and including Deerfield and Sunderland. They petitioned the Massachusetts Legislature for a charter to establish a college in some convenient location in Hampshire County. Their request received the approval of the Assembly, but it was opposed by the Council of the Province, who were also the overseers of Harvard College.

To use Mr. Long's words: "The Council was greatly incensed at the notion of western Massachusetts farmers attempting to establish a seat of learning which might compete, or be compared, with Harvard. They deplored the idea on the grounds that it would make learning contemptible."

The entire Boston area appeared to be in opposition to the

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establishment of a second college, this one to be located in Hampshire County. Even the clergy opposed the plan from their pulpits.

Peirce's *History of Harvard College*, Appendix No. XIX, contains an eleven-page rejection of the plan to establish a college in western Massachusetts.

The twenty-four items listed in the "Remonstrance Against the Establishment of a College in Hampshire County," signed by "W. Brattle, by order." and dated March 18, 1762, dealt at length with the findings of a committee appointed by the Board of Overseers of Harvard College to assign reasons against the proposed establishment of the college. In addition to Brigadier-General Brattle, the other members of the committee were Mr. Bowdoin, Dr. Chauncey, Dr. Mayhew, and Mr. Adams.

Many of the arguments presented to Governor Bernard in the twenty-four point remonstrance were wordy, repetitious, and redundant. There was an attempt to flatter the Governor and to remind him of his duties, responsibilities and privileges as the head of the Board of Overseers of Harvard College. The committee was aghast at the assistance given by the Governor to the petitioners in their efforts to present a request for a charter that would be acceptable, and they reminded him of his position on the Board of Overseers.

Reasons advanced by the petitioners from Hampshire County for the establishment of a college in western Massachusetts were scoffed at. The committee refused to believe that the distance from Cambridge and the expense involved were the real reasons behind the request for a charter. They were more inclined to think that the petitioners were interested in undermining the work at Harvard. Not once, but many times, the committee pointed out that another college within the Massachusetts Province would be prejudicial to Harvard College and would lower educational standards

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by sending forth inferior products who would be poorly equipped and comparatively unlettered. They emphasized their argument by stating that these submarginal men would eventually be in important civil offices and would even be in the pulpits of the Province.

The possibility of many colleges springing up all over the Province was suggested if the Governor set a precedent by granting a "Charter for a College in Hampshire" and, according to the committee, this would have a detrimental effect on all colleges because endowments and legacies would then be divided many ways instead of all being channeled to the one established college.

Another argument was advanced to the effect that Queen's College, the proposed college in Hampshire County, was not being planned as a college dependent upon Harvard or subservient to it. Again, the committee pointed out that such a college would be prejudicial to Harvard.

With a final plea to Governor Bernard not to permit the charter of a college in Hampshire to be issued or take effect and not to assist or encourage the petitioners in their endeavors to obtain a charter later whether "here or elsewhere" for the same purpose, the committee rested its case.

Less than a month later, on April 6, 1762, J. Mayhew, a member of the committee, in writing to Mr. (Thomas) Hollis, apparently in England, briefed him on the background of the Hampshire County petition and then alerted him to the possibility that the petition for a charter might be presented in England. Governor Bernard had intimated to the committee that this situation might arise. This was, of course, exactly what the petitioners in Hampshire County had in mind when they enlisted the aid of General Jeffery Amherst in presenting their case before the Throne.

Governor Francis Bernard, who had been sympathetic to the

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cause of the committee from Hampshire County, and who had helped them to draw up a charter that would meet with his approval, was forced to withdraw his support. The Assembly rescinded its favorable vote. And the cause of the new college appeared doomed.

Nothing daunted, the Hampshire County committee decided to appeal directly to General Amherst, who was the Commander-in-Chief of the British Forces in North America, and, as such, was the ranking officer of the Crown. Through his intercession with the King on behalf of the college, the committee felt that a Charter might be granted.

The committee deputed the Rev. Jonathan Ashley, pastor of the Deerfield Church, to deliver in person a letter from Capt. Israel Williams on behalf of the Hampshire County group, extolling the strength and bravery of the residents in their encounters with the warring Indians. The Captain stressed the desire of the colonists to improve their education and religion and to spread the gospel among the Indians.

The letter was strong and forceful, the cause of the committee was worthy, their approach seemed perfect. Unfortunately, an unforeseen circumstance practically wiped out all their carefully laid plans. When the Rev. Mr. Ashley had almost reached the New York headquarters of General Amherst, he heard about a smallpox epidemic in New York City. Fearing to go on, he posted the letter along with an explanatory note, and the impact of the petition was lost.

When it reached General Amherst, the letter was one of many. It lacked the necessary personal drive to command immediate and decisive action. General Amherst hesitated to interfere with colonial rule, so he suggested that the petition originate with the Governor of the Province. Thus the proponents of a college in Hamp-

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shire County in the 1760's had completed a valueless circle. At this point the residents of West Township realized the value of the bequest that had almost slipped through their fingers. The town changed its name to Williamstown and acquired the college.

Mr. Long's article intimated that it was the hope of many of the petitioners that the college would be located in Amherst, but the Amherst delegation did not press for this location because they hoped first to obtain the charter for Hampshire County and then guide the committee to Amherst.

Meanwhile Hadley had an interest in locating the college within its borders. In an undated eight-page letter² from the same Capt. Israel Williams of Hatfield to "Sir," the Captain wrote at length about the Hopkins Fund in Hadley. Not far from the end of the closely written missive is found this sentence:

As to the salutariness and utility of incorporating the School now at Hadley into Hopkin's Schoole it appears to me an affair of great Consequence—You doubtless have heard of the proposal of setting a college at Hadley a dozen years ago or more with a view to take Benefit of the income of the School Estate there. . . .

The Reverend John Russell in the seventeenth century, the petitioners in the eighteenth century, and several residents in the twentieth century, all had the same desire, the same goal: the establishment of a college in Hadley. Parson Russell and some of the petitioners had in mind using part of the Hopkins Fund to finance the new institution of higher learning and, in so doing, to bring about a broader use of the Hopkins legacy, which included both the Grammar School and the college in its benefits.

The twentieth-century overtures in the direction of a college were activated in 1961 by interests outside of Hadley who were

2. This letter, with the pencilled note "1759?" is among the Judd papers at the Forbes Library, Northampton, Mass.

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planning a revolutionary type of college that would be in sharp contrast with the four established colleges within Hampshire County: Amherst, Mount Holyoke, the University of Massachusetts, and Smith.

For a third time, the attempt to found a college in Hadley failed. But it is perhaps realistic to say that even now in 1964, the three-hundredth anniversary of the establishment of the Hopkins Fund, the desire for a college in Hadley, though dormant, still exists in the hearts of many.

VII. Legal Entanglements

FROM ITS very establishment, the Hopkins Fund was plagued with controversy and litigation. An earlier chapter has reviewed in detail the problems that confronted the original trustees named in the will of Edward Hopkins and the delays incurred before the funds from his estate came into their possession in 1664.

In addition to the funds from the Hopkins estate, the wills of John Barnard, Nathaniel Ward, and Henry Clark left real estate to the Town of Hadley for school purposes and the Town of Hadley also made grants of land from time to time for the use of a Grammar School.

As the result of an agreement entered into between Mr. Goodwin and the town and approved by the County Court held at Northampton on January 30, 1669, these combined assets were placed in the control of a committee of five individuals who were given authority to handle not only existing funds but funds turned over at any future time. This committee had the added power of making itself a self-perpetuating body.

As has already been pointed out in a previous chapter, William Goodwin was a rugged individualist and not at all adverse to engaging in a controversy if he thought he was in the right.

One of the early and most bitterly litigated controversies had to do with the corn mill located in North Hadley which was burned by the Indians in September of 1677, during King Philip's War.

In November of 1677, the members of the committee in charge of the Hopkins Fund surrendered their rights in the mill and the dam to the town for ten pounds because they did not have the

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financial means to rebuild and because they feared further Indian raids.

From 1678, when the site came into the possession of Robert Boltwood, until 1687 when it again came into the control of the committee, there was continuous litigation.

In 1680, Parson Russell, one of the members of the committee who did not assent to the surrender of the mill property, presented to the County Court at Northampton a petition to have the surrender set aside. This petition was acted on favorably by the court, and the mill was ordered returned to the school. However, it was not until August 8, 1683, that Robert Boltwood agreed to surrender the mill, and the committee took possession in November of that year but did not reimburse Boltwood for his expenditures in rebuilding the mill. In 1684, the town raised some questions as to water and land rights, and the committee refused to pay Robert Boltwood, who died in that same year.

Samuel, the son of Robert, either could not or would not give the committee a clear title, and the committee accordingly gave up its possession in May of 1685.

The matter of the mill again came before the County Court at Northampton on June 6, 1687, and Samuel Boltwood was summoned to appear and show cause why he retained the mill, and the County Court on the following day ordered Boltwood to turn over the mill property.

Since the committee and Boltwood could not agree on what was owing the Boltwoods, father and son, for reconstructing the buildings, the matter was submitted to arbitrators. In the spring of 1688, the committee again regained control of the mill and the important water privileges.

The controversy over the mill and its site may seem inconsequential to those living in this century, but in the 1600's a water

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privilege had a great economic value and continued to have it until well into the twentieth century. Corn and its by-products were highly regarded in the rural community of the period, and good mill sites were few and far between.

It is of interest to note here that Arthur C. Howe, a long-time trustee of Hopkins Academy, was the last individual owner of the mill site. Its location is today marked by a stone boulder to which is attached a bronze tablet commemorating the spot. Through the good offices of a present member of the Board of Trustees, Dr. Elinor V. Smith, a niece of Mr. Howe, the plot on which the boulder stands has once again come into the possession of the Trustees of Hopkins Academy. Its return in 1964, completing a three-hundred-year cycle, was accomplished without litigation and lawsuits, which was in striking contrast to its earlier, more perilous history. The spot has more sentimental than intrinsic value at the present time, but it does memorialize, in a tangible way, an important series of milestones in both the legal and financial history of the fund. This was the first investment in Hadley of the Hopkins Fund, and for many years the income received from the corn mill provided the major support of the schoolmaster and the Grammar School.

The following inscription appears on the large boulder commemorating the location of the first corn mill in Hadley:

TO THE COURAGE AND FORTITUDE OF THE FIRST SETTLERS

The First Corn Mill and Dam on this Mill River was built about 1670, owned by Hopkins School and operated by Robert Boltwood. In 1673 out of 84 Deerfield men coming to Hadley with supplies, 76 were killed in Bloody Brook Massacre of that Town. Some were coming to this Mill with grain. The Mill was burned by Indians in 1677 and rebuilt by the owner, Samuel, son of Robert Boltwood. The Mills and Dam have been destroyed several times

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Boulder Marking the Site of the First Corn Mill

by fire and flood. And ownership has alternated between Hopkins School and individuals. The last Corn Mill on this site was burned in 1925. Building of the present concrete Dam was started in 1918 by the owner Arthur C. Howe and resumed at intervals until 1947 when the town, desiring ample water for fire protection, joined with the owner in its completion. The Mill and a house for the Miller were the first buildings at this end of the Town then called Hadley Upper Mills.

This marker erected by Arthur C. Howe in 1952.

The committee, while still engaged in trying to regain control of the mill, was faced with an attempt by the town to withdraw

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from the agreement entered into in 1669, concerning the control of funds and property left to the town for educational purposes. In August of 1686, an unrest that had been prevalent for some time over the school situation found expression in a vote by the town to regain control of these funds.

In the Fall of 1686, the committee in charge of the Hopkins Fund secured from the County Court held at Springfield, an order stating: "that the mill, farm and all the donations, are . . . to be . . . for . . . the . . . Grammar School and not to an English . . . school."

One member of the committee in charge of the school fund who refused to accept the Court Order apparently invoked the good offices of the President and Council in Boston. The court records of this period are not complete, for Joseph Dudley, named President under a commission of King James II, was ousted along with the Council on December 20, 1686. He was succeeded by the notorious Sir Edmund Andros, who in turn was deposed by a vote of the people on April 20, 1689. Most of the court records of this period have been destroyed, and those that remain are too fragmentary to be helpful. We do find, however, considerable and extremely detailed arguments addressed "to the Honorable the President and Council in Boston" by the proponents of the Grammar School as well as by those championing an English School that was to be under the supervision and control of the Town of Hadley.

The President, Governor Joseph Dudley, and the Council, on December 7, 1686, ruled in favor of the committee, and the school fund was ordered to be placed under the control and direction of the school committee.

The order of the President and Council was further confirmed by "the Quarter Sessions Court held at Northampton in his Majestys territory of New England," on June 8, 1687.

The town, on August 29, 1687, voted to comply with the Court

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Order, but somewhat reluctantly, as will be seen from the following phrase that was added to the vote: "withal reserving liberty to themselves and successors to make claim and plea according to law at any time for the future, for what may appear to be their right in the premises."

This unrepentant attitude on the part of the town stirred the Court of Sessions, sitting at Springfield, to rebuke the town sharply through the Selectmen in a communication dated March 7, 1687.

Although the extended litigation ended favorably for the school committee, the majority of the inhabitants were resentful and bitter at the result. The seeds of this controversy lived on until the Massachusetts Supreme Court again reviewed some of the basic issues in 1833, 146 years later.

One of the underlying causes of this conflict was the fact that legal tender was an exceedingly scarce commodity in western Massachusetts until well into the middle of the nineteenth century. The American Revolution had left the farming class desperately poor, and Hampshire County in time became the center of a hot-bed of discontent that led to the closing of the inferior and higher courts by mob intimidation. This period also produced riots and ended with the ill-fated Shays Rebellion and even greater poverty among the property classes. For many a property owner, burdened by the pressing need to pay the yearly taxes in cash, any relief, however small, was most welcome.

The original settlers in Hadley attended Grammar Schools in England. They were people of wealth before leaving their native land, and they were brought up in the tradition of a classical education. This same tradition they proposed to continue in the wilderness of the new world. However, not all groups in the community appreciated the importance of "book learning." The later residents

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of the town, who had survived the rugged life of the frontier, were less sympathetic to formal education and not at all interested in a classical education. If they favored any type of schooling, it was of the simplest character and form. They particularly resented having the advantages of the Grammar School offered to all who could pass the admission requirements. Qualified students came from many states along the Atlantic seaboard to take advantage of the educational opportunities offered at the academy in Hadley. The dissident group resented the outsiders, and they resented the type of instruction offered. And they voiced their opposition.

On February 14, 1816, Governor Caleb Strong had approved the act incorporating Hopkins Academy. During the period from 1816 until 1833 sharp differences of opinion again arose between the Trustees of Hopkins Academy and the townspeople over the application of the funds controlled by the trustees. This culminated in the case of *The Inhabitants of Hadley vs. The Trustees of Hopkins Academy*, 14 Pickering 240.

One can appreciate the importance of the case by the fact that the scholarly fourteen-page opinion was written by Chief Justice Shaw of the Massachusetts Supreme Court.

As ably stated by the Chief Justice, "the real question raised and discussed in the present case is, whether the funds placed under the control of the defendants, for the support of a school, are so to be administered, as to confine the benefit of them exclusively to the inhabitants of the town of Hadley."

The court held that "We have endeavored to consider the general question upon its merits, and upon the broadest principles; and upon the whole matter we are of opinion, that the inhabitants of the town of Hadley are not exclusively entitled to the benefits of these ancient donations, that the defendants in their mode of

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administering them, and extending the benefit of them to children of other towns, have not been guilty of the breach of trust charged in the bill, and therefore that the suit must be dismissed.”

The case is important, not only because it determined once and for all the authority of the trustees over the fund, but also because it treats of an interval of nearly two centuries in tracing the early period of the school. In no other source does one find so much of the history of the fund stated so comprehensively and so ably.

VIII. The Hopkins Donation School The Early Days of Hopkins Academy

FROM ONE or more rooms in the home of Nathaniel Ward on West Street, to a rented room about 1688, to a small 25- by 18-foot building in the middle of the broad street in 1698, to a three-story brick building on Russell Street in 1817 that burned in 1860, to two rooms in the home of Lucius Crain until a room was ready at the First Church, to a two-story building in 1865 that burned in 1893, to the First Church until 1894 when the next school building located at the corner of Russell and Middle streets was ready for occupancy, to the renovated home of Dr. Franklin Bonney on Russell Street in 1909, to a modern twentieth-century building also on Russell Street in 1954, is the three-hundred-year history of the physical plants of the Hopkins Donation School, now known as Hopkins Academy in Hadley, Massachusetts.

Prior to Nathaniel Ward's bequest of his home and part of his house lot for the use of the school committee for educational purposes in Hadley in 1664, it is thought that one of the women in the early days of Hadley's development taught the children of the community in her own home. However, this has not been substantiated by any written records. The paucity of records in the early days of the settlement of Hadley may again be explained by the rugged frontier conditions that existed in Hadley in the seventeenth century. Even in later years there are gaps in the records that cannot be filled until private records previously unpublished or unavailable are uncovered and shared with those anxious to complete the story of Hadley's fascinating history. Judd's *History of Hadley*

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also leaves much unsaid, particularly about the earliest educational activities in the community.

For many years there was only one teacher at the Hopkins School, and he served as the principal, teacher, guidance counselor, tutor, and, in some cases, as the minister of the community. Mr. Caleb Watson, a graduate of Harvard in 1661, the first teacher of record, remained at the Hopkins School from 1666 to 1673, when he took up his duties at the Hopkins School in Hartford, where he remained until 1705. The town of Hadley paid twenty pounds toward his wages.

While it is uncertain just how long the Nathaniel Ward home was available for a school, it is known that the town hired a room for school purposes sometime after 1688. It can be assumed then, that most, if not all, of Mr. Watson's tenure was spent in the Ward home, as was that of his next four successors.

Mr. Watson was followed by the Reverend John Younglove, who remained in Hadley until 1680. In 1676, he received fifty pounds for his services, ten pounds being paid by the town. In 1677, Mr. Younglove had the use of a house and homestead belonging to the school, twelve acres of land given by John Barnard, and, in addition, he was paid thirty pounds. The thirty pounds was obtained from the students, the town, and the income from the school property. Mr. Younglove returned to the Hopkins School for a six-month period during the 1688-89 school year.

Until July 13, 1698, when the residents of the town of Hadley voted to build their first schoolhouse, twenty-five feet by eighteen feet and seven feet between the joints, and to be set in the middle of the town, there were ten different teachers who taught and supervised the students at the Hopkins School. Following Mr. Watson and Mr. Younglove, in rapid succession, were: Samuel Russell, Harvard, 1681, son of the Rev. Mr. John Russell; Samuel

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Partrigg, who taught for three months; Warham Mather, a graduate of Harvard in 1685; Mr. Younglove's second term; Thomas Swan, a 1689 Harvard graduate, who remained six months; John Morse, Harvard, 1692; Salmon Treat, Harvard, 1694; Joseph Smith, son of Lieut. Philip Smith of Hadley; and John Hubbard, Harvard, 1695.

At least seven of the first ten schoolmasters of the Hopkins School were college graduates, and there is a good possibility that some of the others were also. The men who were entrusted with the supervision of the school were educationally motivated and were hopeful that the school would be of the type they knew in England, where the boys were trained for the university. At that time Harvard College was the only school of higher learning in this country, so it was logical that the teaching staff should be recruited from this source. As other colleges were established, their graduates became part of the history of Hopkins, and in more recent years the close association with Harvard College in the early days of the Hopkins School became less pronounced, and Amherst College graduates followed in the footsteps of their Harvard colleagues by using Hopkins Academy as a stepping-stone to success in teaching and other careers.

There were six ministers among the same ten schoolmasters. Before assuming his teaching duties in Hadley, Mr. Younglove had been a preacher at Quaboag (Brookfield), and after leaving Hadley he continued his religious duties at Suffield, Connecticut. John Morse became the minister at Newtown, Long Island. Salmon Treat was the minister at Preston, Connecticut. Joseph Smith became the minister at Upper Middletown, and John Hubbard was the minister at Jamaica, Long Island.

Two of the ten were judges, and one was a Register of Probate. Samuel Partrigg was not only Judge of Probate; he was also a colo-

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nel, a representative, and a member of his majesty's council. Dr. Ayres called him the most important man in the western part of Massachusetts after the death of Major Pyncheon in 1703. His successor as schoolmaster, Warham Mather, was the Judge of Probate at New Haven. The only Register of Probate in the early group of schoolmasters was Thomas Swan.

The lone career educator among the first ten schoolmasters was the original schoolmaster in Hadley, Caleb Watson.

From the meager records available, it would appear that the first instructor in Hadley's first schoolhouse was Joseph Smith, who had returned to Hadley in 1698 to take up teaching duties once again.

No copy of the earliest curriculum is available for study and comparison with the 1964 course of study, but based on the thoughts, knowledge, and experience of the men who bequeathed legacies for the education of the youth in the new settlement, it seems logical to assume that the instructors prepared boys for the university, where they trained for the ministry or teaching and probably both. It has been pointed out that there were at least six ministers among the first ten schoolmasters at Hopkins.

Because the original trustees and some of their successors fought for the continuance of a Grammar School in Hadley, it can be further assumed that the schoolmasters employed by them to teach in the school were competent to give instruction in languages (primarily Latin, Greek, and sometimes Hebrew) and to prepare the students for the university. In some of the sparse records of town activities can be found an occasional reference to "inferior learning," such as writing and reading. As early as 1680, the town expressed willingness to procure and provide a schoolmaster to teach Latin and also English to any students that entered with a knowledge of writing and "cyphering." In a loose type of interpre-

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tation, it appears then that there were two courses of study available to the children of the early settlers: the classical or grammar and the English or elementary.

As the schoolmasters came and went from Hadley, they left their imprint upon the school and the students. Some were more successful than others, and their attainments were more outstanding. As they contributed to the education of the youth and the development of the community, they also helped to mold the intellectual life of the settlers. Their suggestions and those of the trustees brought about gradual changes in the curriculum of the Hopkins School. Here and there one finds references to agreements drawn up between the school committee (as the trustees were called in the early days of the history of Hadley) and the schoolmaster. One such agreement required the master to keep a Grammar and English School and to give instruction in reading, writing, and arithmetic as well as in Latin and Greek in order to meet the entrance requirements at Harvard and Yale colleges.

The majority of the schoolmasters were Harvard graduates, but after Yale College was established in 1701, several of these graduates began their teaching careers in Hadley. In fact, the very first graduate of Yale, Nathaniel Chauncey of the class of 1702, and the only member of the class, taught in Hadley part of the school year 1702-03. This was not new territory to him. He was the son of the Reverend Nathaniel C. Chauncey of Hatfield (a part of Hadley until the incorporation of Hatfield on May 31, 1670).

Elisha Williams, a graduate of Harvard in 1711, taught in Hadley in 1711-12. He was one of the few schoolmasters at Hopkins School who began his teaching career in Hadley and who continued in the educational field. He is probably best known as the President of Yale College from 1725 to 1739.

There were at least sixty schoolmasters recorded by name in

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Dr. Ayres' history from the time that the Edward Hopkins estate became available to his trustees in 1664 until the incorporation of the Board of Trustees of Hopkins Academy in 1816, a period of 152 years. This would make the average length of service approximately two and a half years. Mr. Watson, Mr. Younglove, and Mr. Enos Cook (1786-1791) all had five or more years of service. However, the shortest stewardship in the Hopkins School records was that of the Reverend Gardiner Kellogg, a Yale College graduate in the class of 1791, who was the schoolmaster for a two-week period in 1794. And many spent only a few months; some only one term.

In this modern day, it would be indeed difficult to maintain a school under such fluctuating and uncertain conditions. There appeared to be little continuity in the management of the school except through the board of trustees. One looks for reasons, and one is again reminded of the hardships that the people of Hadley had undergone from the very establishment of their community. They worked hard, they fortified their homes and community buildings against Indian attack, money was scarce, many hands were needed on the farms and in the daily occupations (even the hands of children), and many people were interested in a more practical type of education than that found in the Grammar School. It took all the income from the Hopkins Fund, plus tuition from the students, plus a contribution from the meager resources of the town to pay for the schoolmaster. And his was not a large salary. In fact, the size of the remuneration was probably a contributing factor to the short duration of many of the schoolmasters. Mention should be made that this situation was not peculiar to Hadley nor to the seventeenth and eighteenth centuries. Several references were made to the principal's salary in the record books of the trustees of Hopkins Academy during the nineteenth century. And today one has

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only to pick up a current newspaper to find similar criticisms about the salary schedules of teachers in twentieth-century America.

In 1816, the Committee of the Donation School in the town of Hadley petitioned the General Court of Massachusetts for an act of incorporation to establish “an Academy in the town of Hadley and County of Hampshire upon the foundation of the Hopkins Donation School, to be known and called hereafter by the name of Hopkins Academy and that Seth Smith, William Porter, William Dickinson, Jacob Smith and Moses Porter, the Committee of the Donation School aforesaid be, and they are hereby incorporated into a body politic by the name of the Trustees of Hopkins Academy; and they and their successors shall be and continue a body politic by the same name forever.” (Section 1.)

The petition was approved by Governor Caleb Strong on February 14, 1816.

It is because of this act of incorporation that many historians have dated the school in Hadley as having its inception in 1816, whereas actually this date merely marks a change in the name of an institution that had its beginning in 1664.

As William Shakespeare, whose quadricentennial is being observed this year, said in *The Tempest*: “What is past is prologue.”

IX. Hopkins Academy from Donation School to Free Academy

THE YEAR 1816 was a transitional period in the history of Hopkins Academy. On paper it marked the end of the Hopkins Donation School in Hadley and the beginning of Hopkins Academy. Actually, the school had the same board of trustees, composed of men who had been chosen to fill vacancies as they occurred on the board that was originally established by William Goodwin and the town of Hadley back in 1669. The rules and regulations for the faculty and students were the same. The course of study was the same. In fact, the transition from one school to another was primarily a paper transaction.

On June 30, 1817, a year after the incorporation of Hopkins Academy, the trustees voted to accept a set of bylaws presented by a committee from the board. It is in these bylaws that one finds several references to the general qualifications of the instructors at the academy and to the curriculum.

What had been implied before was now spelled out for all to see. "The instructors were to be of good moral character, of competent learning and abilities, firmly established in the faith of Christian Religion, the doctrine and duties of which they shall inculcate, as well by example as precept." (Item No. 6 of the Constitution of Hopkins Academy.) The Preceptor was also instructed to open and close the school day with a prayer.

Included in the curriculum were "the several arts and sciences," as well as Greek and Latin. Students of good moral character who could read decently and "write a joined hand" (as opposed to printing) were entitled to admission, whether they were male or female.

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Attendance at public worship on the Sabbath was compulsory.

The school year was divided into four terms with a two-week vacation intervening between terms. The terms began on the first Wednesday of December, March, June, and September, and each term ended with a public examination of the students. There are many references to these examinations in the trustees' record books. Oftentimes several members of the board of trustees were delegated to attend the public examination of the students and to report to the board of trustees at the next meeting. These meetings were held regularly on the day of the final examination in each term.

It was also in 1817 that the town erected a plain brick school building, three stories high, that fronted south on Middle Lane, later known as Academy Lane and Russell Street. It was located in the general area where Edwin Podolak's law office now stands.

The first floor of this building was divided equally into two rooms, one on either side of a central hall. There were five rooms on the second floor. One was used occasionally for a library, the others for recitation rooms and for chemical and philosophical apparatus. (There are many references in the minutes of the trustees' meetings to the appropriations for philosophical equipment, the care of the equipment and the responsibility of the principal for its good condition. This philosophic apparatus was the forerunner of the physics laboratory.) The entire third floor of this new building was devoted to Hopkins Academy. In Dr. Ayres' description of this portion of the building, one finds a reference to one part of the curriculum of the academy in the early nineteenth century. Because there was a raised stage at one end of it, a hall on the third floor was used "for rhetorical exercises every Wednesday afternoon, quarterly examinations and for exhibitions and public lectures and sometimes for preaching services on Sunday." The latter referred

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Hopkins Academy, 1817

to the use of the Academy Hall, as it was then called, while the Russell Church was being erected. Other than the description of the hall there is no further enlightenment concerning the size or appearance of the rest of the top floor. Dr. Ayres stated that the “apartments” were severely plain and poorly equipped according to modern-day standards, but the resulting education was good. This, of course, was a tribute to the dedicated teachers who shared their knowledge with the students at Hopkins Academy.

The first principal of the second schoolhouse in Hadley (1817) was the Reverend Dan Huntington, a graduate of Yale College in

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1794, and he continued as the principal until 1820. He was followed by the Reverend Worthington Smith, D.D., a graduate of Williams College in 1816, who later became the President of the University of Vermont. George Nichols, a graduate of Yale in 1824, and the Rector of the Hopkins Grammar School in New Haven, was the Principal of Hopkins Academy from 1827 to 1829.

It is interesting to note at this point that the first of the early schoolmasters in Hadley, Caleb Watson, taught later at the Hopkins School in Hartford; that many of the teachers and principals at Hopkins Academy in Hadley were graduates of Harvard College; and that George Nichols was the Rector of the Hopkins Grammar School in New Haven. Here we have represented in Hadley four of the five institutions that are related, educationally speaking, as a result of being beneficiaries of the will of the same seventeenth-century benefactor, Edward Hopkins. Only the school in Cambridge is not represented in Hadley's records.

While mentioning principals, it might be well to indicate here that the second half of Hopkins Academy's history reveals that the principals came and went with almost as much rapidity as the ones mentioned in the early history of the school. In its first one hundred and fifty-two years of existence, the school had at least sixty schoolmasters with an average tenure of approximately two and a half years. Since the incorporation in 1816, to the present time, a period of 148 years, there have been fifty-seven principals of record, having an average tenure of slightly less than 2.6 years of service; this, in spite of the fact that James Reed served a period of thirty-five years, the longest term of any principal in the entire history of the school. And Jesse Davenport served for thirteen years, from 1854 to 1867; Fred Riel, nine years, from 1949 to 1958; Franklin Heald, six years, from 1908 to 1914; Reverend Henry Edson, five years, from 1844 to 1849; and Miss Dora Dadmun, five years, from 1903

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to 1908. The present principal, Joseph Zalot, has served in this post since 1958.

It would appear from these statistics that even in the latter half of the three-hundred-year history of Hopkins Academy the school was still being used by many as a stepping-stone to better positions. However, the record of the tenure of the principals since the beginning of the twentieth century is considerably improved; there have been only seven principals in the first sixty-four years of this century, with just three of these in the last fifty years.

In the three-hundred-year history of Hopkins Academy there have been at least one hundred and seventeen principals. There are several gaps in the records, but it is presumed that the pattern of frequent changes and short service spans was followed during the periods where no records can be found. This would increase the total number of principals who guided the students at Hopkins Academy through the long and turbulent history.

And once again the question of salaries is brought into the discussion. In the trustees' books of records are found reports of the principals who were engaged by the trustees to administer the school in Hadley. In 1849, the Reverend Marshall Henshaw, D.D., was elected principal of the academy at a salary of \$350, which was supplemented by the tuition received from the students. (Tuition per term ranged from \$3.00 to \$3.50.) In this case, he was allowed to keep all the tuition, but out of this money Mr. Henshaw was required to supply an adequate number of teachers to instruct the students at the school. The records do not indicate that this was the arrangement made with all the principals. If it were, then this might explain, in part, the rapid turnover in principals. Financial problems were not the only ones that beset Mr. Henshaw and possibly some of the other principals. In the minutes of the meeting of the trustees of the academy held on September 4, 1850, was an

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announcement that Mr. Henshaw was planning to leave Hadley because of the difficulty he was experiencing in finding a house to rent. Evidently he did not locate a good rent, because the trustee meeting of February 18, 1851, recorded Lucius D. Chapin as being in charge the last term.

From the very earliest days of the Hopkins Donation School, as Hopkins Academy was called, until this tercentenary year of 1964, the curriculum of the school has been a reflection of the people and the times. As previously mentioned, the school was originally established as a classical school to prepare boys for the university. Later the townspeople agitated for a more practical type of education. As the years went by, there were changes in the curriculum; sometimes these were gradual, and on other occasions they were in sharp contrast to the established course of study.

Earlier mention was made of two rather loosely defined courses of study available in the latter half of the seventeenth century. Occasionally the curriculum was mentioned in the trustees' records. It was not until the trustees began publishing a pamphlet called a *Catalogue of the Officers and Pupils of Hopkins Academy, Hadley, Mass.*, listing many items of interest and importance to the students and parents, that we find the curriculum stated more clearly and concisely. A catalogue for the term ending November 22, 1831, included a list of textbooks used in the academy: Colburn and Adams' Arithmetic, Day and Colburns' Algebra, Woodbridge's Geography, Upham's Mental Philosophy, Paley's Moral Philosophy, Comstock's Mechanical Philosophy, Blake's Conversations on Chemistry, and in reading, the text used was Porter's Analysis. The exact titles were not listed in the catalogue.

The catalogue also contained statements advising the general public that there was instruction in the various branches of science and literature usually pursued in colleges and academies. They

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were proud of their experiments in chemistry and philosophy. The study of history was combined with geography—an early form of modern social studies. In this modern day and age, when audio-visual aspects of the educational experience are stressed and taken for granted, it is often forgotten or overlooked that this was not a common practice in the schools of America in the early nineteenth century. The same 1831 catalogue closed with the statement: "In Mathematics and Geography constant use is made of the Black board." Although it is not mentioned in this catalogue, it was part of the teaching program in geography to make frequent use of maps and globes. This was such a unique aspect of the school program at Hopkins Academy, that Harriet Webster Marr made a point of including this in her book on *Old New England Academies Founded Before 1826*. A quote from this book follows:

The earliest reference found which seems to indicate a wall map, comes from the advertisement of Hopkins Academy, Hadley, Massachusetts, in 1820, stating that they had "elegant maps for the study of modern history in connection with geography."¹

The catalogues prepared and published by the trustees of Hopkins Academy varied in length and content. The catalogue for the year ending November 19, 1844, contained a detailed listing of the texts used in each course.

COURSE OF STUDY CLASSICAL DEPARTMENT

Andrews' Latin Lessons, Andrews and Stoddard's Latin Grammar, Andrew's Latin Reader and Latin Exercises, Caesar's Commentaries (Anthon's ed.) Anthon's Sallust, Cooper's Virgil, Cicero's Orations, Livy, Anthon's Prosody, Latin Synonyms, Lempriere's or Anthon's Classical Dictionary, Fiske's Manual of Classical Literature, Leverett's Latin Lexicon, Sophocles or Buttman's

1. P. 194.

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Greek Grammar, Jacob's Greek Reader, Graeca Majora, Greek Testament, Dilloway's Roman Antiquities and Mythology, Donnegan's Greek Lexicon.

FRENCH

Levizac's French Grammar, French First Class Book, Telemachus, Charles Twelfth, French Testament, Boyer's French Dictionary.

ENGLISH DEPARTMENT

Adam's Arithmetic, Pond's Murray's Grammar, Mitchell's Geography, Parker's Exercises in Composition, Newman's Rhetoric, Goodrich's History of the United States and Ecclesiastical History, Worcester's do. Day's Algebra and Mathematics, Playfair's Euclid, Flint's Survey, Comstock's and Olmsted's Natural Philosophy, Comstock's Chemistry, Burritt's Geography of the Heavens, Mrs. Lincoln's Botany, Smellie's Philosophy of Natural History, Lee's Physiology, Watt's on the Mind, Hedge's Logic, Abercrombie's Intellectual and Moral Philosophy, Paley on the Moral Powers and Paley's Natural Theology, Sullivan's Political Class Book, Wayland's Moral Science, and Political Economy, Analysis of Pollok's Course of Time, and Paradise Lost.

ORTHOGRAPHY AND ELOCUTION

All members of the School are required to give particular attention to these studies. Webster's Spelling Book and Dictionary, and Porter's Rhetorical Reader are used as Text Books.

There is an exercise in Declamation, Compositions and Reading, in which all are required to take part, on Wednesday of each week.

The little twelve-page catalogue contained a wealth of additional material, including an underlying philosophy of education that inspired students and pupils to great accomplishments:

In all the branches of study, it is the object, not so much to crowd the mind with facts, as to make the pupils think and reason,

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and form conclusions and fix principles in the mind. It is designed to teach the science, and not merely the rules of the text book, and to render the knowledge gained, useful and practical. The method of instruction is, to a great extent, inductive.

The Bible is made a text-book of study, weekly.

It is intended to pay special attention to the moral improvement of the pupils. Under the conviction that any system of education is radically defective that neglects moral culture, all efforts to unite with extensive intellectual acquisition a high sense of honor, virtuous habits and true notions of propriety in all the concerns of life, are based on the habitual inculcation of correct moral sentiment.

The advantages which this Academy possesses in regard to local situation, and the habits and morals of society, are such, it is believed, that parents and guardians will find it, in these respects, a peculiarly safe resort for those in whom they may be interested.

At this time the Reverend Henry K. Edson was the principal, and he was assisted by two teachers, Theron H. Hawkes and Miss Louisa A. Hosford. They provided the instruction and inspiration for 91 students, 39 of whom were studying ancient languages and 6, modern languages.

The principals continued to use Hopkins Academy as a testing ground for their educational aspirations, and the students continued to come from many communities outside of Hadley but not in such great numbers.

The trustees were aware of the changes that had been taking place generally in education. Large communities had begun to erect and maintain public high schools, and privately endowed academies were catering to the needs of those planning to enter colleges and universities. These two factors had already contributed to the decrease in the number of students attending Hopkins Academy from outside Hadley. The trustees were also aware of

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the feeling that had been prevalent in Hadley many years earlier when the townspeople went to court over the use of the Hopkins Fund. They realized, too, that the feeling had not completely disappeared among the townspeople. The time seemed right for an evaluation of the educational picture in Hadley.

At a town meeting held in Hadley on April 9, 1851, a committee consisting of Samuel Nash, Dr. Franklin Bonney, and P. S. Williams was authorized to consult with the trustees of Hopkins Academy in exploring the possibilities of using the Hopkins Fund to make education at the academy free to all the inhabitants of the town. In a letter to the trustees from the above-mentioned committee, dated January 23, 1852, the committee inquired about the possibility of free schooling and the establishment and maintenance of one or more free high schools in Hadley (one was being considered for North Hadley). They also injected several inquiries about the status of the Hopkins Fund, the amount of the capital and income, and the advantages to the inhabitants of the town.

The answer from the trustees stated that they could not consistently apply the funds to the establishment and support of high schools. As to the requests for information about the fund itself, they referred the committee to the records of the corporation.

Considerably softened in its approach, the next letter from the committee appointed by the town inquired if the trustees would consider accepting the Hadley students free if they had attained a certain degree of proficiency and if the town provided some remuneration in either general or individual tuition. They added the suggestion that the control of the academy be jointly governed by the town and the trustees, with the town naming a committee so "inferior in number" to the trustees that the latter would continue to have virtual control. The town conceded that the trustees might feel it necessary to continue to offer educational opportunities at

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the academy to outsiders, and the town was willing to agree to this, provided those students continued to pay tuition.

Correspondence between the committee and the trustees continued until 1854. The town was constantly trying to open a wedge for the town to have some control over the funds. The trustees resisted. The town wanted to take the entire matter to the courts again to have the act of incorporation of the academy and trustees in 1816 amended so as to allow and require the trustees to make annual reports at the town meeting on the condition of the Hopkins Fund, the receipts and disbursements of the fund, and any change in the board of trustees. It must have been with tongue in cheek that the committee made the foregoing suggestions and expected the trustees to agree to go to the court to strip themselves of some of their cherished privileges and responsibilities. Naturally, the trustees did not concur with these suggestions.

However, the trustees did make note of a vote passed at the town meeting on April 4, 1853, ordering \$600 to be raised for establishing and maintaining a free high school, provided that the trustees would appropriate funds and give the use of their building for the school, and also that the committee, with the trustees, would have the authority to procure teachers, decide the qualifications of students for admission, and adopt proper measures to establish the school during the present season. Once again the trustees were not willing to surrender their prerogatives. In a letter dated April 14, 1853, just ten days after the town meeting, the trustees showed their willingness to work with the committee but on their own terms. They would allow the committee to concur with the trustees in their choice of teachers and in any disciplinary matters concerning the children of the town. They would consider the offer of \$600 as a payment in lieu of tuition for the local students. The trustees made it clear that the adoption of the town vote would not in any

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way alter the organization of the academy. Furthermore, the trustees pledged themselves to a one-year trial of the proposed plans.

The committee chosen by the town did not press for the public report on the condition of the Hopkins Fund, fearing possible loss of the free high school advantage. Representatives of the committee and the trustees examined the students for membership in the school. Harmony reigned, and the experiment was carried out for a year.

At the town meeting on March 27, 1854, another \$600 was appropriated for the use of the free high school. The adjourned town meeting (April 7, 1854) raised the question of the legality of the experiment and recommended that a committee confer with the trustees to petition the Legislature for an act allowing the town and trustees to unite in sustaining a free high school. The trustees notified the committee of the town that they were willing to unite with the town on the same plan as the previous year. The trustees named the Reverend Rowland Ayres, Deacon C. P. Hitchcock, and Deacon George Dickinson to confer with the town committee.

There were more communications between the town committee and the trustees, with the trustees not at all in sympathy with the suggestion of going to the court for an enabling act. The trustees felt and stated that this suggestion on the part of the town was just another attempt to gain some control of the Hopkins Fund. Matters rested. This was 1854.

No further action was taken until 1860.

On the morning of February 18, 1860, the 1817 Hopkins building and all the contents burned. That very same day the trustees met and made arrangements for the academy classes to be continued. The Prudential Committee engaged two rooms in the home of Lucius Crain that was located at the corner of West and

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Russell Streets. Classes were held there until a room was ready at the First Church the following autumn.

The town seized upon the opportunity to make overtures to the trustees once again. Obviously, the town of Hadley would need a high-school building, and the trustees also needed a building for the academy. At a town meeting held March 26, 1860, it was voted that the town would erect a building suitable for the accommodation of a "Free High School," provided that the trustees would appropriate the annual income of the Hopkins Fund to aid in the support of such a school.

The trustees voted favorably on the action taken in the town meeting and indicated their willingness to consider any definite proposition that the committee would propose.

On March 30, 1860, there was a meeting between the committee of the town and the trustees at which the town committee submitted two proposals for the consideration of the trustees. The Prudential Committee was again authorized to consider the plans and to make recommendations to the full board of trustees. On April 6, 1860, the committee and the trustees discussed in detail the plan submitted by the trustees and, after some slight modifications, adopted the plan for presentation to the town at a meeting on April 10.

The ten-point Plan of Union contained many detailed provisions, the first of which immediately caused great concern. It stated: "The town shall build and furnish and keep in repair a neat and commodious house for the proposed school, after a plan and upon a site to be agreed upon by the trustees and a committee chosen by the town. . . ." The two committees assigned the task of deciding upon a suitable location could not agree on any one location. The town committee had in mind the John Pierce property on Middle Street, while the trustees were in favor of the George

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Gaylord property, which was located near the site of the old building. Neither side was willing to concede, and the question of a school site remained unsettled.

Meanwhile the trustees continued to make arrangements for housing the academy students at the First Church. The room in back of the vestry was fitted as a schoolroom, and the Parish Committee of the church agreed to the arrangement at no charge, provided the trustees paid for fire insurance on the church. As a result of the greatly reduced quarters, the number of students was limited to the size of the room, and the number of classes was reduced to ten so that only one teacher would be required.

In July of 1861, the trustees entered into another agreement with the First Church. This time it was felt necessary to have two rooms and two teachers. The agreement covered a period of not more than four years at an annual rent of \$125.

On March 30, 1863, the trustees proposed to the town of Hadley that in consideration of \$300 paid by the town for part of the instruction cost, and a further sum not exceeding \$100 for seats, the trustees would open the school free of tuition to all students in Hadley capable of passing an entrance examination. The proposal continued with information about the courses offered and the standards of admission. One item of particular interest was the statement that qualified scholars would be given a thorough course of English instruction to be completed in three years, and they would also be entitled to a course of classical instruction sufficient to qualify young men for admission to college. The trustees stipulated that this was a one-year offer, but they were hopeful that it would become permanent.

On the same day, at the town meeting, it was voted to accept the offer of the trustees.

Various arrangements were made by the town committee and

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Hopkins Academy, 1865

the trustees during the next two years. All seemed well until the matter of a site for the new school was proposed. All were agreed that the school should be in the center of the town but just where remained the problem. Various lots were suggested and turned down by one committee or the other until finally several individuals offered to buy the Edward Stebbins homestead and give part of the land to the town. On March 5, 1866, it was voted that the town committee purchase the rest of the Stebbins property and dispose of the buildings and land not needed for the school.

At long last, the site was agreed upon, and plans for the new building progressed. This two-story building was 76 by 36 feet

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with two transverse wings, 30 by 12 feet. The first floor was reserved for a grammar school and an intermediate school, and the entire upper floor was reserved for the academy. According to Dr. Ayres, the cost of the building and furnishings was \$15,882.30, a high price caused by inflated currency due to the Civil War.

When the school opened in December of 1865, Hopkins Academy entered into another phase of its long history: the school was now free to all students in the town who could pass the entrance examinations. The principal at this important time was Jesse Davenport, who had assumed his duties in 1854, and who remained through the transitional period until 1867.

A study of the trustees' books reveals that the principals still came and went with great regularity and short duration. There were sixteen principals during the twenty-eight-year life of this new building that was in use until it also burned in 1893.

A copy of the course of study at Hopkins Academy during the latter half of the nineteenth century is included with this text to enable the reader to see the changes that had taken place since the middle of the century. Two courses of study were provided in the 1880's: the English Course, consisting of the English Language and Literature, History and Government, Mathematics, and Natural Sciences, and the Classical Course consisting of Latin, Greek, French, Algebra, and Geometry.

A breakdown of the English Language and Literature course gives the reader an insight into the average week in the life of a Hopkins Academy student. In addition to using Reed and Kellogg's *Higher Lessons in English* and Kellogg's *Rhetoric*, he used Swinton's *English Literature* and Brooke's *Primer* "with memorizing of selections." General exercises consisted of daily spelling lessons, reading on alternate days during the first half of the course, and "as much longer as required to attain a satisfactory degree of pro-

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ficiency,” and rhetorical exercises requiring one declamation, one essay, and two impromptu compositions each term.

In the history courses the students learned English, Roman, Greek, and universal history.

The mathematics courses covered algebra to progressions, four books of geometry, bookkeeping, natural philosophy, astronomy, and a course in review arithmetic.

The natural sciences covered physical geography, zoology, physiology, botany, chemistry with laboratory work, geology, and mineralogy.

Basic Latin, four books of Caesar and Latin prose compositions, seven of Cicero’s orations, and six books of Virgil’s *Aeneid* with Latin prosody were offered in the Latin department.

Students in the Greek department had basic Greek followed by four books of Xenophon’s *Anabasis* and prose composition, and three books of Homer’s *Iliad*.

Six credits were offered in French. French grammar was followed by selections from many authors, including Sauveur and Racine.

After listing seven departments in the academy, Dr. Ayres then listed “Unclassified,” and here we find morals, manners, and mental science.

A study of the chart will show the yearly distribution of the courses. The chart also points out that the four-term year that had been in existence so long in Hadley was now changed to a three-term year.

In his discussion of the course of study, Dr. Ayres pointed out that the faithful students of average ability could complete the requirements for graduation in four years. There was evidence in his chapter of the awareness of individual differences among the students. Allowance was made for the advancement of students

COURSE OF STUDY IN HOPKINS ACADEMY.

YEAR.	TERM.	ENGLISH.	HISTORY.	MATHE- MATICS.	NATURAL SCIENCES.	LATIN.	GREEK.	FRENCH.
I.	1.	Higher Lessons.		Algebra.	Physical Geography.	Grammar.		
	2.	Higher Lessons.		Algebra.	Physical Geography.	Grammar.		Morals and Manners weekly through the year.
	3.	Higher Lessons.		Algebra.	Zoölogy.	Grammar.		
II.	1.		of England.	Geometry.	Physiology.	Cæsar.	Grammar.	
	2.		of England.	Geometry.	Physiology.	Cæsar.	Grammar.	Book-keeping.
	3.	Rhetoric.	of Greece.		Botany.	Cæsar.	Grammar.	
III.	1.	Rhetoric.	of Rome.		Botany.	Cicero.	Grammar.	Petites Causeries and Grammar.
	2.		Civil Government	Natural Philosophy.	Chemistry.	Cicero.	Anabasis.	Petites Causeries and Grammar.
	3.	Literature.	Universal.		Geology.	Cicero.	Anabasis.	Petites Causeries and Grammar.
IV.	1.	Literature.	Universal.	Astronomy.		Virgil.	Anabasis.	Petites Causeries and Grammar.
	2.	Literature.		Natural Philosophy.	Chemistry.	Virgil.	Iliad.	Les Doigts de Fée. Athalie.
	3.	Literature.		Arithmetic, (Reviewed)		Virgil.	Iliad.	La Fontaine. Mental Science.

This course of study in the main has been in use since 1882. It is flexible however as respects the order of studies and the particular text books in each, which are subject to change from time to time.

A description
of

Mount Holyoke

Written by

Nathaniel Waldo Chamberlain
of Dunstable N.H.

While a member of
Hopkins Academy

Hadley Mass. July 1-1820

Where in majestic pride through Hadley's vale
Connecticut rolls her flood, abrupt and vast
Mount Holyoke rises, loomed by the waters
On its side where falls the western sun; northward
So woos the breeze from literary fields

HOPKINS ACADEMY

who could attain the necessary credits for graduation ahead of schedule. They were permitted to graduate when qualified. Similarly, arrangements were made for those students who were able to attend school only one or two terms a year. They graduated when they had met the necessary requirements.

A question without a satisfactory answer is raised by a statement in Dr. Ayres' book: "After the new school building was opened in 1865 no class completed the course of study prescribed and received the diploma until 1873, when the first class of three was graduated." (Page 162.) The three mentioned were Charles D. Marsh, Mary N. Shipman, and Augusta Hawley.

It must be remembered that there were students attending the Hopkins School before 1865, and for approximately five years after the loss of the 1817 building the students were housed in various places including the First Church, where the rooms were not large enough to accommodate all the students who wished to attend. It would appear that the overcrowding and the lowered numbers had their effect upon the school graduations.

Another fire plagued the residents of Hadley. Their most recent school was burned on December 14, 1893, and once again, academy classes were held at the First Church.

At a meeting of the board of trustees held on January 20, 1894, it was voted that trustees extend to the committee appointed by the town to make arrangements for a new school building their sentiments concerning a school that would accommodate the academy students substantially in the same manner as the previous building. On April 17, 1894, the trustees again met to discuss the school building situation and the best way the trustees could help the town of Hadley with their plans for the new building. To help ease the financial strain, the trustees voted to propose to the town that the trustees lease for a term of twenty-five years, beginning

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Hopkins Academy, 1894

January 1, 1895, "the second story of the New School Building to be built at the southwest corner of Russell Street and Middle Street, on the site of the one recently burned. It is understood that the new building is to be substantially according to the plans and specifications made by Charles E. Parks of Boston, the architect, and costing about \$15,000, and to be furnished throughout with heating apparatus and with seats and desks for school purposes. The leased premises are to include the privileges and appurtenances thereto belonging especially the north entrance for access to said second story. . . ." The trustees then offered to pay an annual rental of \$200, payable semiannually.

On Tuesday, April 17, 1894, there appeared in the *Daily*

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Hampshire Gazette in Northampton, Mass., the architect's design for the new Hopkins Academy. This building of brick with sandstone trimmings and sandstone basement was to measure 58 by 65 feet. The basement was to contain two playrooms, one for boys and one for girls. The first floor was to have a central east-west hall dividing the space into two 30-foot square rooms large enough to accommodate 50 pupils each. In addition, there were to be two small rooms, one for the teachers and one for a library.

The entrance to the second floor that had been reserved for the academy was through a tower on the north side. On this floor there were four rooms variously named: a schoolroom 32 by 45 feet, a recitation room 23 by 17 feet, a laboratory 17 by 18 feet, and a library 12 by 20 feet in the tower.

The newspaper article continued with a description of some of the materials to be used inside and outside the building: Carolina pine, tinted walls, and blackboards of natural slate; and all windows were to be fitted with venetian blinds. All the floors were to be of Georgia pine, and the second floor was to be lined with "noiseless, deadened felt." The roof was to be covered with fadeless green slate.

The town had appropriated \$12,000 for the building and then found no one willing to undertake the construction of the building for the available money. It was then suggested that the trustees be asked for \$3,000 to complete the planned building and in return the town committee would recommend that the second floor be leased to the trustees for a period of twenty years, and that "Hopkins Academy, founded in 1657" would be placed over the front entrance. (The date 1657 refers to the date of the death of Edward Hopkins, who bequeathed a sum of money for educational purposes in this country. Actually, as was stated in an earlier chapter, the money was not available until 1664, the date that is commonly

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used as the date of the founding of the Hopkins School in Hadley, Massachusetts.)

The newspaper article appeared the same day that the trustees held the meeting at which they decided, as was previously discussed, to lease the upper floor for \$200 annually.

Once again the academy shared quarters with lower grades, and once again the academy students were assigned the upper floor, where they continued their education under the supervision of Alfred C. Thompson, principal of Hopkins Academy from 1892 to 1895. Mr. Thompson was assisted by Miss Alice E. Dickinson, preceptress, Miss Alice L. Martin, teacher of French, and Thomas Charmbury, musical instructor. The Hopkins Academy catalogue for 1895 lists under the general title "other officers," Lorne E. Bell, '95, pianist, J. Archie Crosier, '95, librarian, and George F. Newton, curator.

The changeover from the Hopkins Donation School to Hopkins Academy in 1816 was accomplished with smoothness and acquiescence on the part of all concerned. The years from 1816 to the beginning of the twentieth century were marked at various times by attempts of the town to control, in some manner or mode, all or part of the money in the Hopkins Fund. While the trustees were not willing to give up their cherished and enviable trust, they were willing to assist the town in obtaining the best possible educational advantages for the youth of the community, and this they have continued to do through the years to such extent as their financial resources would allow.

X. Hopkins Academy

Twentieth-Century Developments

AT the turn of the century Chester M. Grover was guiding the students at Hopkins Academy who were still attending classes on the second floor of the present Russell School. Because of the increase in public high schools in large communities, the number of students attending the academy from outside Hadley had diminished. The school had truly become the public high school of the town. Mr. Grover was followed by George H. Driver, who remained as principal from 1900 to 1902; and D. H. Keedy was the principal during the 1902-1903 school year.

About this time many changes were taking place in Hadley. At a meeting of the trustees on June 1, 1900, it had been voted to change the school year to forty weeks. This was the first change in the arrangement of school terms since 1855, when the trustees recommended that the school year be changed from a four-term year to a three-term year. The first term commenced on the first Wednesday in September and continued for eleven weeks; the second term began the first Wednesday of December and continued for seventeen weeks; and the last term commenced on the third Wednesday of April and continued for sixteen weeks. This was a total of forty-four weeks of school, covering a period from the first week in September to approximately the second week in August.

If this system were in effect during the current school year, it would mean that the first term would open on September 4, 1963, and continue until November 20, 1963, followed by a two-week vacation. The second term would begin on December 4, 1963, and

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continue until April 1, 1964, followed by another two-week vacation. The third school term would begin on April 15 and continue until August 5, 1964. The summer vacation would be four weeks long.

As of 1900, the three-term year was changed to a forty-week school year. And other important changes were taking place.

The predominantly Anglo-Saxon community had already begun to absorb the Irish and French families that had moved into the area. The names of the newcomers can be found in the books of the trustees, where the names of all students attending Hopkins Academy from 1867 to 1901 were entered. Strangely enough, the first non-Anglo-Saxon name of a local resident found in the trustees' records is that of a Mary Dwyer, who was a student at the academy in 1868. Later, the names of Helen Reitte and James and Edward Burke were followed by McGrath, Flaherty, Drohan, Herbert, Reardon, Callahan, Pellissier, Walsh, Ryan, Fitzgerald, Shea, Keefe, Collins, Connolly, Moffitt, Pelletier, Lassalle, Hickey, Cahill, Halpin, O'Donnell, and Coffee. It was not until 1897 that a Polish name was found in the records. And that name was spelled differently every time it was entered. The first spelling was Rittie Waskieryzy. Although there were many Polish families taking up residence on the farms in Hadley, we find very few Polish names among the graduates of Hopkins Academy before 1915. Because the trustees discontinued entering the names of all the students at the academy in their record book in 1901, and most of the other available records show only the graduates, it was not possible to check the number of Polish students by name who were enrolled at the academy for the first three years of high school. The advent of this new national group in the community contributed to many of the changes taking place in Hadley. Many of these children were not completing the course of study at the academy, and great con-

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cern was expressed over the future of these students if they did not receive a good basic education for their life's work.

The annual report of the school committee for the year ending February 16, 1901, referred to the high standards of admission at the academy in more recent years and the necessity for a good foundation in reading, spelling, arithmetic, language, geography, United States history, and physiology. The policy of the trustees had always been to provide instruction in college-preparatory courses, and they were unwilling to furnish teachers for elementary subjects.

The following year, Mr. W. H. Cummings, in his initial report as the first superintendent of schools, expressed the feeling that, trustees to the contrary, there should be an "English Course" at the academy to provide for the educational needs of a greater number of children in the community. He also suggested that the trustees might give greater assistance to the town by having one of the well-trained teachers at the academy teach not only her regular classes but also take a student as an apprentice and train her to teach. He admitted that this would not be as satisfactory as having a teacher from a normal school or college, but it would help the student who was not able to go to a school of higher learning, and it would be of great assistance in the Hadley school system.

The trustees of Hopkins Academy, facing the reality of a great loss of income in the Hopkins Fund and the uncertainty of its return to a more normal yield in the foreseeable future, and realizing the problems involved in borrowing money for current expenses, and desirous of continuing to offer the best possible high-school education to the people of Hadley, proposed to the town that the time seemed propitious to seek state aid to education. This would be possible if Hadley had two full-time teachers at the academy. Arrangements were made whereby the town would administer

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Hopkins Academy, and the trustees would make an annual payment to the town from the income received on the Hopkins investments. The town would then hire the teaching staff and become eligible for state aid.

This entire procedure was a complete and radical change in the policy of the board of trustees. For more than two hundred and twenty-five years the trustees had jealously guarded their rights and privileges as well as their responsibilities to the youth of the community. Being practical men, they sought a practical solution to a difficult problem, a solution that would aid them during the temporary financial slump in the Hopkins Fund income.

At the annual meeting of the trustees in December, 1902, the matter was discussed and proposals were made. The following vote was passed in view of the new state law which made Hadley eligible to receive \$300 in aid for the High School:

Voted—that the following be communicated to the school committee of the Town of Hadley with the hope that said school committee will report the same to the Town of Hadley with their favorable recommendation thereon.

Whereas, if the Town of Hadley shall support a High School employing two teachers for full time it is entitled to receive from the state the sum of \$300 in aid thereof, and

Whereas it will tend to greater efficiency and better unity in school facilities of Hadley if Hopkins Academy were in fact and supervision a town high school, and

Whereas the current income of Hopkins Academy has for causes deemed to be only temporary become diminished so that it is not sufficient to pay the salary of two teachers employed full time together with other incidental expenses.

It is therefore resolved and voted that if the Town of Hadley will establish and maintain from year to year a high school with two teachers employed full time and meet the requirement of the state law as to the securing of said sum of \$300 per year in aid

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thereof, then and in aid of said plan, the Trustees of Hopkins Academy will pay to said Town annually \$1,000 per year.

If the town shall accept the proposition herein set forth it is suggested that the understanding be that it continue in force so long as satisfactory to the parties concerned, and it may be terminated at any time by the Town of Hadley and by the Trustees of Hopkins Academy on giving six months notice of intention so to do.

Unfortunately, the town records did not include a report of the school committee for the year ending in February, 1903, and the records of the school committee are incomplete. This was a crucial year in the history of Hopkins Academy. It was the first year that the academy was under the management of the school committee of the town. For the many reasons previously mentioned, the trustees had transferred the responsibility for the administration of the academy to the school committee. Because of a deep sense of history and a great love for Hadley and its institutions, Dr. F. H. Smith recorded many valuable facts about the events of the day that were important to the history of Hadley. He was the secretary of the board of trustees during this interim period when the control of the academy passed from the trustees to the school committee. The following article was found in the first book of the minutes of the meetings of the trustees of Hopkins Academy. Fearing the information might be lost, he inserted this article after the report of the minutes of the meeting held November 10, 1903.

For the purpose of a complete record during such interim as the Academy may be under the management of the Town School Committee it should be stated that the School Committee assumed charge at the beginning of the fall term 1903. For the principalship they employed Miss Dora J. Dadmun of Watertown, Mass., an experienced teacher, a graduate of Boston University. Salary \$800 for a year of 40 weeks. Miss Mary A. Cook was appointed Assistant

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Principal for full time at \$400 per year. The School Committee installed a complete chemical laboratory in the basement of the school building. There are 42 pupils enrolled and several are planning for a college course. There are two courses of study, an English which omits Latin entirely, and a Classical, which gives 4 years of Latin but no Greek. This will be sufficient to fit students for nearly all colleges now, Greek having been dropped as an essential requirement in most colleges.

The town's Supervisors of Music and Drawing also give some instruction to the High School.

It was in 1903 that Miss Dora Dadmun became the first full-time woman principal of Hopkins Academy. (In 1831, Miss Louisa Billings was listed in the school catalogue as principal along with the Reverend Lewis Sabin, D.D.; Miss Almira Henshaw was listed as the principal for one quarter in 1840; and Miss Mindwell Woodbridge was principal for one quarter in 1842.) Just three years earlier the trustees had voted that it was not expedient to make any change in their policy of employing a male principal. However, Miss Dadmun was elected after the town assumed control of the academy. She was the principal from 1903 to 1908. Miss Dadmun brought to the academy and Hadley a wealth of classical knowledge and background. Like so many of the early settlers, she was a staunch defender of the classics and a firm believer in the college-preparatory course at the academy. She was also a scholar interested in training the minds of the students at Hopkins Academy to prepare them for the independent study that they would be required to do at schools of higher learning.

During the first year of the new administration, 1903-04, there were, as already stated in Dr. Smith's report, two full-time teachers and two courses of study. The superintendent stated that of the nineteen freshmen who entered the academy under the new arrangement, ten chose the Latin course and nine the English course.

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Included in the science department were physical geography, botany, chemistry laboratory, and elementary physics. The superintendent paid this tribute to Miss Dadmun in his annual report: "It is not improper to refer to the Principal of the High School, whose able and dignified administration has made the experiment of a woman principal an assured success."

Ever mindful of the importance of preserving records, Dr. F. H. Smith, on November 22, 1905, entered the following in the trustees' record book.

In order to keep these records in touch with the real purpose for which the Hopkins Fund still exists—viz, the higher education of Hadley youth, it is of interest to state that on Sept. 5th the Hopkins High School commenced its third year under the management of the town school committee. With the increased appropriations of this Board of Trustees there are now employed three instructors, all ladies, at salaries of \$800, \$500 and \$400. Three courses of study are maintained—a College preparatory (without Greek), a high school, and an English course. Two boys entered higher institutions last September. The students number about thirty-five and a proper enthusiasm for their work is plainly in evidence. The Board of Trustees may well feel satisfied with the present condition of their school although its management has passed completely from its hands.

Each year the trustees made an increased appropriation to the town for the academy. In 1907 they offered \$1,800 and the promise of up to \$2,500 if the school committee felt that the best interests of the school demanded a male teacher.

Miss Dadmun remained as principal of Hopkins Academy until 1908. During this time she made frequent reports about the students at the academy and their scholastic progress. She was deeply concerned about the lack of interest and intellectual curiosity on the part of many of the students and particularly those who

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were enrolled in the English course. Many of these students for whom this course was primarily introduced into the curriculum were not anxious to learn. Many were not contemplating the completion of a four-year course and consequently felt that their attendance, or lack of it, would not be of great import. Miss Dadmun's report for 1907 made mention of cramped quarters for the academy and lack of space for private discussions with students, or for rehearsals for special work. She illustrated her point in the pithy remark: "The rehearsals for the prize speaking have been held in the coal cellar this year."

About this time there was agitation from within and without to bring about better grading in the schools, especially in the elementary grades. Efforts were being made to have fewer pupils and classes per teacher, and to have more rooms available at the elementary level. Poor results in reading and English in the high school were being blamed on the less than satisfactory teaching arrangements in the lower grades.

Once again there was an attempt to have the trustees of Hopkins Academy build their own school plant for the academy students. Arguments were advanced for the great need in the elementary schools for additional room, and this added space could be obtained if the academy were housed in its own building.

In 1907 the trustees renewed an old tradition that had been abandoned during the slim years of the Hopkins Fund. That was the custom of treating themselves to a dinner which was either followed or preceded by a board meeting. At this particular meeting Frank Boyden, Principal of Dickinson Academy in Deerfield, was a guest of the trustees.

Deerfield and Hadley were both Connecticut Valley towns, and both had similar populations, environment, and educational needs. Mr. Boyden, who fifty-seven years later is still actively en-

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gaged as the headmaster of Deerfield Academy (successor to Dickinson Academy), had begun to develop a school on the Dickinson Academy foundation which was attracting considerable attention in educational circles. It was undoubtedly the hope of the trustees of Hopkins Academy that they might profit from the experience of Mr. Boyden. One might theorize at this point about the 1964 status of Hopkins Academy if it had been developed along the lines of Deerfield Academy or if Mr. Boyden had been the principal of Hopkins Academy. Suffice it to say, the past history of Hopkins Academy cannot now be altered. It is no longer a boys' preparatory school like Deerfield Academy. It is not a boarding school like Deerfield Academy. Nor is it any longer a private school like Deerfield Academy.

In the early twentieth century the similarities between the two communities and the two academies were striking. At the fork in the road of decision, Deerfield took one way and Hadley the other. Each in its own sphere has accomplished outstanding achievements. Each has fulfilled its particular goal in education, and each has prepared its students for future service to the country.

In 1908 Franklin Heald was named the principal of Hopkins Academy and Miss Dora Dadmun, the former principal, then became the first assistant.

No detailed information about the financial condition of the Hopkins Fund will be undertaken in this chapter, as that has been included in the chapter devoted to the trustees of the academy. At this point it is sufficient for purposes of continuity to remark that a sadly depreciated fund was the prime factor in the decision of the trustees to relinquish the management of the academy. And the opportunity for Hadley to receive state aid was another contributing factor. At the beginning of the twentieth century the trustees carried on their books mortgages and numerous parcels of

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real estate located in widely scattered parts of the United States. Near the end of the nineteenth century they had sold their township in Maine, but they still held title to real estate in Kansas, South Dakota, and Illinois. It was this latter property, located in Chicago, that was most valuable. The records of the trustees contain many references to leases, possible sales, and mortgages on these parcels.

It was toward the end of 1903 that the sale of the Michigan Avenue property in Chicago to Otto Young was consummated with Lyman D. Hammond, a trustee, also of Chicago, representing the trustees of Hopkins Academy at the \$100,000 sale.

Naturally the word of the good fortune of the trustees in the sale of some of the real estate held by the Hopkins Fund made headlines in the *Daily Hampshire Gazette* (November 14, 1903) and other area newspapers. It was also noted at the meeting of the school committee on November 28th and acted upon. The school committee members extended their hearty congratulations and their great satisfaction in the rumored intention of the trustees to erect at once a building for the use of Hopkins Academy. This action would then provide the school committee with the space they needed to carry out a long-cherished plan of better grading in the town schools.

This communication was presented to the trustees at their meeting on November 30, 1903, but no action was taken then or at the next meeting, February 11, 1904, except that the trustees felt that it was not expedient to erect a building immediately. Their thought was that the money obtained from the real estate transaction should be carefully invested to insure an income that would be adequate for the management of a school on a generous scale. However, it was at this latter meeting that the trustees named a committee to investigate suitable sites for an academy building.

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Later in the year the committee reported the possibility of one of six sites for the academy, but they did not express a preference for any one of them. It was not until October 21, 1908, that the committee recommended the purchase of the Bonney property for the new academy building.

Before proceeding to the planning stage in converting the Bonney property into an academy building, the trustees of Hopkins Academy voted that a special commission be asked to assume the task of considering the needs of the town and of recommending to the board a plan for making the best possible use of its funds in connection with the newly acquired property. Members of the special commission were William Orr, Principal of the Central High School in Springfield and a trustee of Hopkins Academy, John M. Tyler, a professor at Amherst College, and Rufus W. Stimson, Director of Smith's School (a vocational school) in Northampton. Because the report of this special commission was so comprehensive and contained such a storehouse of information on town census, school census, national origins, curriculum, physical-training programs, student distribution, and future plans, it was deemed sufficiently valuable to preserve its contents for posterity, and consequently it will be found in its entirety in Appendix G (Hopkins Academy Report of the Special Commission, 1909).

The three members of the special commission worked with Dr. F. H. Smith, who represented the trustees and Principal F. E. Heald, who represented the academy. The report showed the division of labor among the members and the progress made at their meetings. Included in the report were detailed exhibits concerning information about the population of Hadley in 1905 (1895), the financial condition of the town and the Hopkins Fund, the school population, a record of graduates and nongraduates, an analysis

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of the activities of the dropouts after leaving the academy, future plans of those students enrolled, educational plans of the students in grammar school, and the course of study then in effect.

It is interesting to note that at the time of this report there were only forty-one students enrolled at the academy: 3 seniors, 10 juniors, 10 sophomores, 15 freshmen, 1 postgraduate, and 2 who were unclassified.

The members of the special commission made nine general recommendations to the board of trustees. In addition, there were many detailed recommendations made by Dr. R. W. Stimson concerning practical courses, including a comprehensive four-year course of study. Professor Tyler's recommendations stressed the important phases of a good physical-education program for the students. He also included recommendations for such a program made by Professor Richard F. Nelligan of Amherst College. The report continued with Mr. Orr's summary of plans for the classical course and detailed information on each subject, accompanied by a proposed course of study.

The trustees of Hopkins Academy heard the recommendations of the special committee at a meeting held January 27, 1909, and voted to adopt the recommendations insofar as practical.

As a result of the recommendations made by the special committee, the trustees voted to propose to the town of Hadley that the trustees would furnish their newly acquired property with suitable study and recitation rooms and laboratories for the school year beginning September, 1909, provided that the town's appropriation for the high school remain no less than it was for that year and provided that the school committee use the high-school appropriations to implement the course outlined by the special commission as far as practicable. The trustees then increased their appropriation to the town from \$2,500 to \$3,000.

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Hopkins Academy, 1909

At the same meeting of the trustees, a committee was appointed to procure plans and an estimate of costs to make the necessary alterations to convert the Bonney house into a building suitable for high-school classes.

On April 17, 1909, the trustees awarded the contract for the alterations on the Bonney house to Allen Bros. of Amherst. The architect was R. F. Putnam of Northampton. Three months later the trustees appropriated \$1,000 for alterations to the barn on the Bonney property, and they made arrangements with the Hadley Gas Company to supply gas for the new school building.

Bonney house, the new home of Hopkins Academy, was dedi-

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cated during the quarter millennial celebration of the Town of Hadley in 1909. The dedication exercises were the feature of the afternoon observances on Tuesday, August 3rd. During the ceremonies, Arthur B. Smith of Chicago, a member of the class of 1889, presented a flag with this sentiment: while the flag might not inspire the pupils to valor in wars for their country, the trustees would be proud and the world benefited if the pupils were taught and inspired to be a little better than the average American citizen.

The dedication address was delivered by John C. Hammond, Esq., who was president of the board of trustees at that time. He made mention of the five acres of land accompanying the Bonney property, the ample, well-lighted assembly room, the spacious and convenient recitation rooms, and the gymnasium and recreation hall that had been developed from Dr. Bonney's barn. (This barn, considerably enlarged, is still being used for these same purposes.) Mr. Hammond concluded his remarks with this statement: "All the people scattered far and wide who gather in Hadley today turn with loving recollection to Old Hopkins Academy and rejoice in this—the brightest day in its history."

On December 3, 1909, the trustees held the first meeting in the library of their new school building after the members of the board had had an opportunity to visit several of the classrooms and observe classes in session. It was also at this meeting that the trustees voted to name the new gymnasium the Alumni Gymnasium and the playground, the Bonney Athletic Field.

At the request of the board of trustees Mr. Orr sent the following communication to Mr. Heald:

The Trustees of Hopkins Academy hereby extend to Principal Heald and his associates their congratulations on the excellent spirit of the school and the manifest active, alert interest of the pupils in their various lines of work. It is a cause of great satisfac-

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tion that this ancient school is so successfully meeting the demands of the present, and adapting its courses and methods of instruction to the needs of the community.

These results, the trustees feel, are due in no small measure to the devotion, skill and good judgment of the principal and teachers and they are confident that Hopkins Academy is entering on a future of rich influence for the good of Hadley.

Mr. Heald was the principal of Hopkins Academy from 1908 to 1914. He was in charge a very short time when the trustees, after several years of looking for the best possible site for an academy building, voted to buy the Bonney property. He was a member ex officio of the special commission that investigated the educational possibilities at the academy. He was the man who implemented the courses of study recommended by the special committee. Mr. Heald had been a teacher and principal in Vermont and a principal and superintendent of schools in New Hampshire; after acquiring a Master's Degree in Education, he assumed his duties as principal of Hopkins Academy.

Mr. Heald was keenly aware of the problems facing the high-school student who was not interested in higher education. He felt the need of practical courses for the students who were not continuing their education beyond high school or who were not even planning to complete their high-school course. As a result of the special commission's recommendations and Mr. Heald's determination, the first high-school vocational agricultural department in Massachusetts was established at Hopkins Academy in 1911. However, experimental classes in practical agriculture had been started in 1909. The household-arts course was also introduced during his term of office, and he was instrumental in establishing a soccer team at Hadley and a soccer league for the schools in the Hampshire County area.

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The *Hopkins Arms* of June, 1946, was dedicated to Mr. Heald who, after leaving Hopkins Academy in 1914, became a specialist in agricultural education in the U.S. Department of Agriculture in Washington. He returned to Massachusetts in 1918 to assume the position of supervisor of Agricultural Teacher-Training in the State Department of Education at Massachusetts State College (now the University of Massachusetts) in Amherst. Here he was charged with the responsibility of establishing and supervising instruction in agriculture in rural schools. The course he had helped to establish at Hopkins Academy was the pilot course for similar courses throughout the State of Massachusetts.

In 1912 the State Department of Agriculture approved the organization of the agricultural department established at Hopkins Academy in 1911, thereby making the academy eligible to receive from the state two thirds of the instructor's salary. In 1914, the new household-arts department, using the farmer's cottage that was included with the Bonney property, also required an additional teacher. With the inclusion of these two practical courses at Hopkins Academy there was a corresponding increase in the school enrollment. Dr. Frank H. Smith called this situation in Hadley in 1914 a happy juncture of school development occurring in the first quarter of this century.

In 1914 it became an annual practice for the trustees to have their dinner meeting in the household-arts department. The meal was planned, prepared, and served by the girls in the department under the direction of the household-arts instructor. The minutes of the trustee meetings contain high praise for the excellent work done by this department.

With the departure of Franklin Heald from Hopkins Academy in 1914 the trustees were a bit apprehensive about his successor. The position required a man who had an understanding of the

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problems found in a rural farming community, and a sympathetic attitude toward the student who would not complete his high-school education or who would terminate his formal education upon graduation from Hopkins Academy. At the same time, the principal had to inculcate a desire and a thirst for knowledge among the students who were planning to further their education beyond the high-school level.

Once again, Dr. F. H. Smith recorded the thinking of his day when he wrote of James P. Reed, the next principal of Hopkins Academy, “. . . again the man and the job were suited to each other and were to continue so for at least a score of years . . . he sought to impress his pupils that decency, cleanliness, sportsmanship and good citizenship deserved to receive high marks as well as scholarship. Hence we see the numbers in the school under the lead[ership] of Mr. Reed and his corps of assistants slowly climbing from half a hundred to two hundred and a quarter.”

James Reed's principalship was a most fortunate one for all concerned. For the first time in the entire history of the academy there was a principal who provided the much-needed continuity and consequent unity in the school and community. From 1914 to 1949, James Reed provided the vigorous leadership that the academy needed. For 35 years he helped to shape policies, to train students, and to develop an unusually close relationship between the school and the community. To many of the immigrant parents, unaccustomed to the manners and customs of the new world, Mr. Reed was a kind advisor and thoughtful friend. Many a graduate of Hopkins Academy proudly displays a high-school diploma only because of the encouragement he received from Mr. Reed, which kept him in school until he fulfilled the requirements for graduation. And Hadley is a better place today because of the influence Mr. Reed exerted on the students and parents during his thirty-five

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years as principal of Hopkins Academy. Many of his accomplishments are not found in the records of the trustees or the school committee but rather they are engraved in the minds and hearts of those families who came under his guidance.

In 1929 it became obvious that the alterations made to the Bonney barn in 1909 had become outmoded. Because of its size the building could not be used for official basketball games. It was too small to seat the entire student body in an assembly. And it was necessary to hold graduation exercises in the First Church or the Town Hall. The trustees doubled the size of the gymnasium floor and erected bleachers that could be used either indoors or outside. Dressing rooms, lockers, and shower baths were installed. As a result of these improvements the "barn" was used extensively by both the school and the community. It soon became a focal point in the social and educational life of the entire town. Commencement exercises were now held on school property. Even as this history is being written in 1964, there is a committee at work investigating plans for the improvement of the athletic facilities at Hopkins Academy. Whether the Bonney barn will have another face-lifting or be cast aside in favor of a more modern and less romantic building rests in the hands of the new building committee.

Increased school population necessitated the erection of a portable building in 1929 and the removal of some partitions in the main academy building in 1931. The shift from coal to oil in the 1930's provided additional space in the basement which was used as a lounge for boys.

All these arrangements made possible the housing in 1934 of 206 students at the academy in the renovated Bonney building that had been acquired in 1909 when the school enrollment was 41.

William Orr, a member of the special commission selected to study the school situation in Hadley in 1909, chose the year 1934

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to publish a twenty-five-year survey of the results of the recommendations made by that commission. There appeared in *School and Society* in May, 1934, an article by Mr. Orr entitled, "An Educational Experiment that Worked." In summing up the results of the past twenty-five years he first noted the tremendous increase in the school population, five times the number in 1909, and ten times faster than the increase in the population of the town (1,895 in 1905, 2,888 in 1925, and 2,682 in 1930). The original report of the commission did not give the percentage of academy students of Polish parentage. As stated earlier, it was in 1901 that the trustees discontinued the practice of including in their records the names of all the students enrolled at the academy. In 1901, Catherine Waskiewicz was the first graduate of Polish background. It was not until 1915 that another Polish name appeared in the list of graduates, John Kershliis. And in 1917 there were two graduates of Polish descent: Edward Fydenkevez and Frank J. Kokoski.

The double class in 1918 contained the names of Florence B. Jekanowski, Charles J. Kokoski, and Victoria Nicpon. After 1922 the Polish names appeared with more regularity and in greater percentage. Mr. Orr's account listed 70% of the 1929 and 75% of the 1934 enrollment as Polish.

The longer tenure of the principals was one of the most valuable factors in the stability of the school, the continuity of policies, and the steady progress of the academy. The existence of the principal's comfortable home was mentioned as one of the assets of the academy. This home, built and maintained by the trustees, continues to be available for the use of the principal of Hopkins Academy.

The peripheral advantages of the practical courses in manual training, farming, and homemaking were hard to evaluate, but Mr. Orr felt that these courses had had a beneficial effect upon the

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standards of living in the community. With higher standards, the community would continue to grow and prosper.

The year 1909 was certainly a turning point in the history of Hopkins Academy. Once again, there was an awareness on the part of the trustees of the changing times and corresponding adjustments necessary to meet the educational needs of the community. The trustees faced the challenge and instituted new courses while maintaining the college-preparatory course for those interested in furthering their education beyond the high school.

A school system revolves around its staff and its students. During the years the students increased in number there was an increase in the size of the faculty. Such increases require and demand sufficient space to carry out the aims and desires of the administrators and to accomplish the goals of education. As the physical plants felt the surge of the increased population and could no longer assimilate the bulge, their replacement became the concern of various school building committees. The Bonney house, acquired and renovated in 1909 when the total academy population was 41, was literally bursting at the seams in the 1950's, when the population was well over the 200 mark.

In 1953, the selectmen of the town of Hadley forwarded a "Notice of Taking" of land for school purposes to the trustees of Hopkins Academy. The land that was involved was property belonging to the Hopkins Fund. Before the transfer of property could take place, it was necessary for the trustees to file a petition in the Probate Court of Hampshire County requesting authority to give title to the property to the town. Being a charitable trust (the oldest continuous trust in the United States), the actions of the trustees were restricted by law, which explains the necessity for obtaining court permission before taking any other action. The proposed

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land-taking by the town was school property carried on the books of the trustees at a value of \$52,332.82.

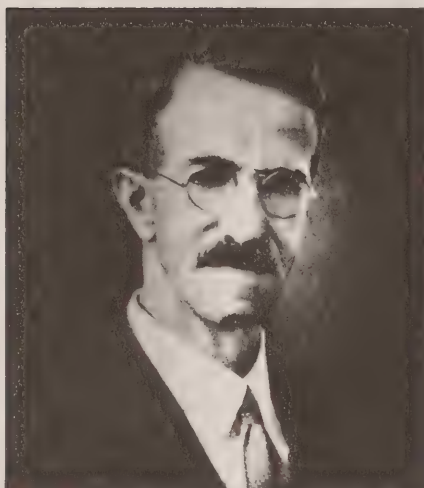
At a special meeting held on March 17, 1954, the trustees of Hopkins Academy voted to convey to the inhabitants of the town of Hadley 5.75 acres for school purposes. This included the Bonney house and converted barn. Another special meeting of the trustees was held on December 15, 1954, this time in the new building. This building and the old Bonney barn were now the property of the town of Hadley.

Every move necessitates other changes. Mr. Reed had retired in 1949 after 35 years of outstanding service, and Fred C. Riel, a graduate of the University of Massachusetts in 1938, had succeeded Mr. Reed and was the principal during the construction of the latest academy building. During three hundred years of existence the Hopkins Academy students had six school buildings (newly built or renovated buildings), acquired in 1698, 1817, 1865, 1894, 1909, and 1954. The 1954 building is the result of the work of one of several building committees. An earlier committee submitted plans for a new high-school building at the town meeting in 1948, and the community voted against the proposed building on the grounds that it was too costly. Five years later, the work of another school building committee was accepted by town vote, but the building costs had soared necessitating the elimination of the badly needed gymnasium and auditorium as well as the cafeteria and kitchen. It was a costly delay.

In this tercentenary year, Joseph E. Zalot is the principal, and he is assisted by a fine and able staff of qualified teachers. Following a Hopkins Academy tradition, Mr. Zalot obtained his bachelor's degree from Amherst College in 1953. He continued his education at the University of Massachusetts, where he was awarded a mas-

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Principals



FRANKLIN E. HEALD
1908-1914



JAMES P. REED
1914-1949



FRED C. RIEL
1949-1958



JOSEPH E. ZALOT
1958-

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ter's degree in 1957. He was a member of the high-school faculty for two years before being named principal in 1958. Mr. Zalot is one of a very few who were born in Hadley, educated in Hadley, and who returned to Hadley following completion of college to become the principal of Hopkins Academy. During his tenure there has been an increased emphasis on new mathematics and new physics courses. The school and its traditions have been made a matter of great pride to the student body.

When Hopkins Academy was sending down its first roots in the soil of this frontier town on the east bank of the Connecticut River in the seventeenth century, there was no schoolhouse, just one or more rooms in the home of Nathaniel Ward. There was only one teacher, and he was all things to all students. Now there is a modern, well-lighted, well-ventilated two-story building. In 1964 Mr. Zalot is ably assisted by twelve full-time and two part-time teachers who impart knowledge, instill high ideals, and encourage Hadley students to serve their country and fellow man.

HOPKINS ACADEMY STAFF IN 1964

	College	Degree	Date of Appointment
Principal, Joseph E. Zalot	Amherst College	B.A.	
	U. of Mass.	M.S.	1958
John W. Brady	Providence College	B.S.	1963
John J. Corley, Jr.	U. of Mass.	B.A.	1962
Mrs. Mary F. Fitzpatrick	U. of Mass.	B.S.	1958
Lawrence M. Janarelli	St. Mary's U.	B.A.	1963
Mrs. Mary Kennedy	Northampton		
	Commercial College	Diploma	1948
Mrs. Carol M. Kent	Mt. Holyoke	B.A.	1962
Rufus H. Kneeland	A.I.C.	B.A.	1952
Fred P. Ollivier	Boston College	M.A.	1952

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Frank J. Wilson	Penn. State U.	B.S.	1962
Mrs. Marian L. Wilson	Penn. State U.	M.S.	1962
Daniel M. Zagranic	A.I.C.	B.S.	1963
Mrs. Priscilla Zobel	Mt. Holyoke	B.A.	1963

Also instructing the students at Hopkins Academy are: Miss Norinne M. Jacobus, Supervisor of Music, Mrs. Florence M. Utley, Art Supervisor, Mrs. Sarah Mack, Director of Physical Education for Girls, and Dr. Marie S. Gutowska, Instructor in Polish.

Today there are 227 students at Hopkins Academy. Because this is the tercentenary year at the academy, the names of all the students currently enrolled are preserved here by classes for posterity.

CLASS OF 1964

Girls	Boys
Banas, Joyce	Barstow, Daniel
Barstow, Janet	Boisvert, John
Cendrowski, Carol	Borowski, Bernard
Chmura, Pamela	Cannon, James
Dion, Suzanne	Castoe, James
Dragon, Dierdre	Filkoski, Charles
Fill, Lorraine	Jekanoski, David
Gnatek, Joan	Koloski, David
Gowdey, Jean	Kostek, Edward
Jekanowski, Arlene	Kozera, Edward
Karakula, Patricia	Mikalunas, Edward
Keith, Susan	Mokrzecki, Joseph
Kulikowski, Clementine	Moreau, Roger
Lesko, Joann	Nikonczyk, Thaddeus
Murphy, Colleen	Panish, Joseph
Pipczynski, Yadjia	Rodak, Edward
Piper, Anna	Ruder, Frederic

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Girls	Boys
Pitchko, Kathleen	Rytuba, James
Rimbold, Cynthia	Smigielski, Mitchell
Rytuba, Barbara	Vetterstrand, Peter
Sheehan, Rosalie	Wentzel, Lawrence
Smigielski, Krystyna	West, Roger
Troll, Diane	Yezierski, John
Vachula, Cheryl	Zaskey, Alexander
Westort, Denise	
Yezierski, Michaeline	

CLASS OF 1965

Augustine, Barbara	Adams, Eddie
Bristol, Gwen	Buckowski, Anthony
Brown, Lani	Bussiere, Raymond
Byron, Norma	Chudzik, Walter
Callahan, Colleen	Duda, Dennis
Fill, Barbara	Duffy, Michael
Fleming, Darlene	Fil, Dennis
Gwozdz, Carolyn	Grant, Earle
Hannigan, Mary Ellen	Hukowicz, Edward
Kicza, Carol	Jekanowski, Leonard
Kielec, Justina	Kostek, Leonard
Korenewsky, Dora	Kosloski, Walter
Kowal, Lynda	Latham, Henry
Kucharski, Carol	Madenski, John
Kulas, Patricia	Mushenski, Stephen
Lesko, Linda	Niedjela, Joseph
Matuszko, Katherine	O'Connell, Michael
Matuszek, Christine	Pipczynski, John
Murzda, Darlene	Rogala, John
Piper, Louise	Russell, Daniel
Pratt, Marjorie	Smigielski, Bruno
Russell, Margaret	Thayer, Walter

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Girls
Russell, Rebecca
Shipman, Beverly
Southwick, Evelyn
Sullivan, Katherine
Szymanowicz, Valerie
Tidlund, April
Uchneat, Bernice
Waskiewicz, Bernice
West, Dorothy
Zalot, Janeena

Boys
Tudryn, Donald
Wanczyk, Michael
Wilda, John
Wojtowicz, Max

CLASS OF 1966

Allard, Kathleen
Baj, Frances
Baj, Jane
Banas, Shelley
Banash, Linda
Buckowski, Marie
Forman, Christine
Frodyma, Susan
Gowdey, Ann
Growhoski, Ruth
Hannigan, Ruth
Kielbowicz, Barbara
Kieras, Mary Ann
Klimoski, Barbara
Konieczny, Ann
Kosloski, Dolores
Kristek, Dianne
Kristek, Donna
Malinowski, Mary Beth
Moberg, Eileen
Mokrzecki, Nancy

Bak, Richard
Barstow, Timothy
Berestka, Kenneth
Bristol, Dennis
Cendrowski, Robert
Fil, Donald
Frair, Creig
Grabiec, William
Gronostalski, Edward
Harrop, Edward
Kentfield, Robert
Kicza, James
Kokoski, Stanley
Kopec, Walter
Korash, David
Kostek, Eugene
Kostek, Richard
Kudrikow, Victor
Lancto, Craig
Mitchell, Roger
Mokrzecki, Philip

TWENTIETH-CENTURY DEVELOPMENTS

Girls	Boys
Niedjela, Nancy	Nuttelman, James
Pipczynski, Martha	O'Rourke, Patrick
Rodak, Suzanne	Palmer, Stanley
Ruder, Diane	Poklewski, David
Sadlowski, Agnes	Sadlowski, James
Shipman, June	Sadowski, Robert
Smith, Gail	Sienkiewicz, William
Stockwell, Rose	Storozuk, Chester
Van Heusen, Karen	Thurston, Charles
Waters, Linda	Wanczyk, Walter
Zgrodnik, Kathleen	Williams, Bernard
	Williams, Leonard
	Zaganiacz, Edwin

CLASS OF 1967

Allard, Norma	Baj, Frank
Augustine, Kathryn	Baj, Stanley
Bristol, Lois	Bemben, Joseph
Chunglo, Theresa	Blajda, Frank
Czajkowski, Joanne	Buckowski, Edward
Drozdal, Paula	Byron, John
Easton, Donna	Callahan, David
Konieczny, Louise	Cook, Richard
Kushi, Linda	Cycz, Edward
Lesko, Barbara	Dec, David
Matuszko, Anna	Dion, Donald
Moore, Alice	Dizek, Edward
Nikonczyk, Anna	Gnatek, Edward
Orsini, Andrea	Grant, Warren
Popowicz, Constance	Kellogg, Dana
Reed, Meredith	Kellogg, Scott
Rogala, Jane	Klimoski, Paul
Ryder, Joanne	Kokoski, John

HOPKINS ACADEMY & THE HOPKINS FUND

Girls	Boys
Tudryn, Elizabeth	Kostek, Leon
Wojewoda, Michaeline	Kucharski, Walter
Zygmunt, Elizabeth	Lastowski, Edward
	Mieczkowski, Theodore
	Moczulewski, Robert
	Pipczynski, Donald
	Podolak, Larry
	Russell, Samuel
	Smigielski, Henry
	Tomlinson, Timothy
	Waskiewicz, Michael
	West, James
	Williams, Larry
	Zalot, Edward

Probably nothing more clearly mirrors the changes of the thinking of a community or the philosophy of education in the school system than a study of the curriculum in use at the high-school level.

In Hopkins Academy's earliest days, the boys were groomed for the university, where they trained for the ministry and teaching. Their academy training was primarily in religion and languages. As times changed, the curriculum changed. Or in Hadley's situation, it might be more accurate to say the curriculum was adjusted to Hadley's needs. There was a demand for more basic and more practical knowledge than could be obtained from the classics. In the early years of the twentieth century, radical changes were made in the academy's curriculum. While the classics are still taught and many students are being prepared for college, other courses are now found in the curriculum providing the essentials of a terminal education for those who desire it.

A copy of the course of study in effect at Hopkins Academy

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during this tercentenary year is shown below. Present-day students have a choice of five courses to help them prepare for their life's work. Approximately 50% of the students are in the college-preparatory course; 20% in the commercial course; 15% in vocational agriculture; 10% in the general course; and 5% in home economics.

In this anniversary year at Hopkins Academy, no student should find it difficult to choose a course of study that will prepare him for a better life with a better understanding of his fellow man. The lessons he learns in this venerable academy should be an inspiration to him to prove himself a worthy recipient of the legacy of his seventeenth-century benefactor, Edward Hopkins.

COURSE OF STUDY IN HOPKINS ACADEMY—1964					
YEAR	COLLEGE PREPARATORY COURSE	COMMERCIAL COURSE	VOCATIONAL AGRICULTURAL COURSE	HOME ECONOMICS COURSE	GENERAL STUDIES COURSE
I.	English I	English I	English I	English I	English I
	Algebra I	Science	General Math.	Science	General Math.
	World History	General Math.	General Science	General Math.	General Science
	Science	Home Economics (2 periods)	Vocational Agricul- ture (2 periods)	Home Economics (2 periods)	World History
Electives	Home Economics (1 period) Latin I				Home Economics (1 period)
II.	English II	English II	English II	English II	English II
	Biology	Biology	Biology	Biology	Biology
	French I	Bookkeeping I	Civics	Civics	Bookkeeping
	Geometry	Civics	Vocational Agricul- ture (2 periods)	Home Economics (2 periods)	Civics
Electives	Bookkeeping Home Economics (1 period) Latin II Civics	Home Economics (1 period)	Bookkeeping I	Bookkeeping I	Home Economics (1 period)

III.	English III	English III	English III	English III	English III
	U.S. History	U.S. History	U.S. History	U.S. History	U.S. History
	French II	Typing I	Bus. Fundamentals & Business Law	Bus. Fundamentals & Bus. Law	Typing I
	Chemistry	Shorthand I	Vocational Agriculture (2 periods)	Home Economics (2 periods)	Bus. Fundamentals & Business Law
	Algebra II	Bookkeeping II			
Electives	Home Economics (1 period)	Home Economics (1 period)	Typing I	Any Commercial Subject	Home Economics (1 period) Shorthand I
	English IV	English IV	English IV	English IV	English IV
	French III	Typing II	Basic Math.	Basic Math.	Senior Science
	Senior Math. or Review Math.	Shorthand II	Vocational Agriculture (2 periods)	Home Economics (2 periods)	Problems of Democracy
	Physics	Office Practice			Basic Math.
Electives		Basic Math.			
	Problems of Democracy Typing (Personal)	Senior Science	Problems of Democracy Typing I	Senior Science	Typing II
	Home Economics	Problems of Democracy Bookkeeping II	Senior Science	Typing II	Shorthand II and Office Practice
		Home Economics		Problems of Democracy	
<div> <div>Special Electives</div> <div> <div>Auto Driving</div> <div>Art Appreciation</div> </div> <div> <div>Music Appreciation</div> <div>Polish</div> </div> </div> <div> <div>Extra Curricular Electives</div> <div> <div>Band</div> <div>Boys' Glee Club</div> </div> <div> <div>Girls' Glee Club</div> </div> </div>					

XI. Breeding of Hopeful Youths for Public Service of the Country

ON his death bed in London in 1657, Edward Hopkins made provisions in his will for the education of the youth of the new world. The residue of his estate was specifically bequeathed "to give some encouragement in those foreign plantations for the breeding of hopeful youths both at the grammar school, and college, for the public service of the country in future times."

In 1964 it is difficult to think of Hadley as a foreign plantation or a frontier town subject to attack by Indians. Although Edward Hopkins never knew of Hadley's existence (it was founded two years after his death), he was aware of the crude and cruel conditions under which the early New England colonists lived, having himself resided in both Boston and Hartford in the middle of the seventeenth century.

Today, his bequest of £308, less than \$900 in American money, seems small but the effects have been long-lasting and far-reaching, perhaps to a degree greater than the donor ever dared imagine.

Dr. Ayres' history contains many pages devoted to the accomplishments of outstanding Hopkins students. Early graduates were attracted to the ministry, and Dr. Ayres' list of ministers who received some of their early training at Hopkins Academy is a long one with many illustrious names: Fordyce M. Hubbard, D.D., Williams College 1828, who later became a professor of Latin at the University of North Carolina; John Dunbar, Williams College 1832, missionary to the Pawnee Indians; Sylvester Judd, Jr., Yale

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1836, editor of the *Hampshire Gazette* and also the author of the *History of Hadley*; Daniel W. Poor, D.D., Amherst 1837, who became a professor of Ecclesiastical History and Church Government at San Francisco Theological Seminary; Frederic Dan Huntington, D.D., Amherst 1839, preacher at Harvard University and Episcopal Bishop of Central New York; William P. Huntington, Harvard 1824, a Unitarian minister in Wisconsin; Jeremiah Porter, Williams 1822, noted missionary who preached the first sermon on the site of Chicago; Charles M. Lamson, Amherst 1864, former president of the American Board of Missions; Zephaniah M. Humphrey, D.D., Amherst 1843, professor of Church History at Lane Theological Seminary; John M. Greene, D.D., Amherst 1853, trustee of Mt. Holyoke and Smith College and the trusted advisor of Sophia Smith of Hatfield, the founder of Smith College in Northampton; and Laureus Clark Seelye, Union College 1857, the first president of Smith College. Many of the other men listed by Dr. Ayres were missionaries, some to China, Turkey, South Africa and others at home missions.

To this illustrious list we add just two from the current crop of hopeful youths. While the early records are crowded with the names of clergy, many of whom also served as teachers and trustees, there is only one member of the religious to record at this time: Brother Laurence Duffy of the class of 1951, who is a monk at Mount Saviour Monastery in Pine City, New York. In answering the trustee questionnaire Brother Laurence volunteered the information that "... we are a community that is striving to be an island of peace and prayer for the benefit of the Church and the family of men...."

One Hopkins Academy woman has been active in the missionary work of the United Church Board of World Missions. Saisie

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Hibbard Pratt, 1936, was the superintendent of Nursing Service and Education at the American Hospital in Gaziantep, Turkey, from 1944 to 1949.

More than 1,300 questionnaires were sent by the trustees in February of this year to the last known address of every member of the Hopkins Academy Alumni Association. Approximately half of the graduates returned the questionnaires within the allotted time. Some still arrive daily. Several notices were sent to local and area newspapers alerting the alumni to the deadline and informing anyone who had not received a questionnaire that one would be sent as soon as correct addresses were received by the trustees. Appendix J is a compilation of the information received on the questionnaires or verbally from members of the families of deceased members. Where no information was received, only the name of the student as it appeared in the records of Hopkins Academy is included.

Previous chapters described the educational opportunities at Hopkins Academy during its three hundred years. From a private school for boys it evolved into a coeducational school drawing on students from the entire Atlantic seaboard; later it became a free public high school for the benefit of the children of Hadley. The middle era was an interesting one for the academy and for the town. While Hopkins Academy was never a boarding school in the true sense of the word, it did enroll students beyond commuting distance of Hadley. These students were housed with families located in close proximity to the school. More detailed information about these students can be found in some of the school catalogues.

For many years the trustees of Hopkins Academy published a catalogue that was sometimes called a *Catalogue of the Officers and Pupils of Hopkins Academy, Hadley, Mass.* The title varied. In the year 1827 it was called a *Catalogue of the Trustees, Instruc-*

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tors, and Students of Hopkins Academy, Hadley, Mass. This small pamphlet contained a wealth of material and helped to show how Hadley absorbed all the “Ladies and Gentlemen” who came to the academy for training. The 1827 catalogue gave the home address of every student, and it also listed the local address of each student. The compilation of this information provided an amazing picture of early nineteenth-century Hadley during the school year. Of the 140 students enrolled in 1827, only 37 were from Hadley. It may be that some of the students in nearby communities commuted daily, but this seems unlikely since students in later days living in North Hadley found it necessary to make arrangements to spend the winter months with families near the center of the town. This was the era of no school-bus service.

A breakdown of the 1827 figures revealed that twelve students lived with Dr. Porter, 5 boys and 7 girls; Deacon Dickinson boarded 11, 2 boys and 9 girls; Deacon J. Smith had 10 students, 7 boys and 3 girls; L. S. Porter housed 9 boys, while C. Gaylord had 9 girls. The numbers in the various households varied from a dozen to one; the one may have been the child in the family and not a boarder.

While the students did not pay much for their housing accommodations (\$2.00 to \$2.25 a week in 1839, including board, room rent, washing, and fuel), the added income doubtless played an important part in the economic situation in the community.

This personal report of a one-term student at Hopkins Academy in 1887–1888, is a vivid description of the life of a “boarding student” in Hadley at that time. It was in 1961 that Will Doane wrote some of his recollections of Hopkins Academy for use in this history. He was the youngest of five children born to James and Angeline (Butler) Doane of Buckland, Mass. It was through the pastor of the East Hawley Church, Rev. Henry Seymour (an

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assistant teacher at Hopkins Academy in 1838), that all five Doane children attended Hopkins Academy and did chores for their board. Frank B. Doane, 1885, the oldest, lived at George Gaylord's house, and was bound out to him. He won five dollars in a speaking contest at Hopkins Academy. At that time five dollars "was almost a fortune." Frank graduated from Amherst College and Yale Divinity School and went to the State of Washington as a Congregational minister. After a few years he returned to New England and was the pastor of the North Haven Congregational Church.

Caroline Doane, also a graduate of Hopkins Academy in 1885, taught in schools in Massachusetts and Connecticut following graduation from Smith College. While at Hopkins Academy, she lived at Deacon Dickinson's house at the lower end of West Street.

Delia Doane, 1888, lived with the White family on Middle Street while attending Hopkins Academy. A graduate of Bridgewater Normal School, she also taught school in Massachusetts and Connecticut.

Fred Doane lived at Edward Gaylord's house two winters while a student at Hopkins Academy. After attending Mount Hermon, he went into the ice and trucking business. He was appointed a deputy sheriff and later High Sheriff of Franklin County.

It was in December of 1887 that Will Doane entered Hopkins Academy for the winter term of sixteen weeks. He lived at Ezra Thayer's house (the Hooker place on West Street). To earn his keep, Will Doane arose at 5 A.M. and milked three or four cows before having breakfast at 6. While Mr. Thayer hitched up his horse to take the milk to his brother in Northampton, Will went back to the barn and finished his chores before going to school. March 1888 brought the historic blizzard. There was just one week left in the winter term at Hopkins Academy. Although it snowed

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all day, Will attended church on Sunday. It was still snowing on Monday morning when he went to school. There were not many students at the academy that day, and school was closed for the rest of the term. "My Hadley schooling was over with," wrote Will Doane. On Saturday the Thayers took him to Northampton, where he boarded a train for Shelburne Falls. This was the first train through Northampton after the blizzard. At Shelburne Falls he changed to a train on the Fitchburg Division and rode to Charlemon. By that time it was dusk, he was five miles from home, and it was uphill to Hawley on foot through trackless snow. He recorded that the trip took a little over an hour. He implied that his desire to see his family helped him to reach home so quickly. This was the first time he had been away from home and family, and he was homesick.

In August of 1888, Will Doane went to Holyoke, where he first obtained employment as a clerk at the Holyoke National Bank at an annual salary of \$200. Two years later he joined the Merrick Lumber Company of Holyoke at a salary of \$7.50 a week. In 1893 Will Doane became the manager of the Northampton office of the company, where he remained about thirty years. He then returned to Holyoke as the assistant treasurer of the company. A few years later he was named the purchasing agent. And in 1942 Will Doane retired as the president of the Merrick Lumber Company in Holyoke after being with the company a little over 52 years. He died in Florida on August 11, 1963.

In the year 1831, the catalogue listed two principals, Lewis Sabin, A.B., and Miss Louisa Billings, and two assistants, Miss Louisa Packard and Arnold Hannum. There were eighty-three students that term: "Ladies . . . 48, Gentlemen . . . 35." A perusal of the enrollment reveals many well-known Hadley names: Cook,

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Dickinson, Hooker, Huntington, Phelps, Porter, Smith, and Russell. As is generally the case in listings in directories, the Smiths led the count with ten, followed in number by the Dickinsons and Porters.

Twenty-five Massachusetts communities were represented during the fall term of 1831. Hadley had twenty-six girls and ten boys attending the academy. To give the reader some idea of the area covered by Hopkins Academy in the nineteenth century, the entire list of communities represented and the number of students from each community that term are enumerated: Amherst (1), Ashfield (1), Belchertown (4), Bernardston (3), Chester (1), Conway (2), Deerfield (1), Easthampton (1), Enfield (2), Goshen (1), Hadley (36), Hardwick (1), Hatfield (2), Heath (1), Holland (1), Lee (1), Middlefield (1), Northampton (3), Northfield (1), Palmer (1), South Deerfield (2), South Hadley (1), Sunderland (1), Ware (4), West Brookfield (1). Outside of Massachusetts, there were two from New York State, five from Vermont, and one from the Island of Ceylon.

Other catalogues list students from almost every state along the Atlantic coastline and even from such states as Louisiana, Wisconsin, Ohio, Michigan, Missouri, Kentucky, Pennsylvania, and Tennessee. Students were also enrolled from Upper Canada and Lower Canada. These students were in Hadley to get a good basic education and to prepare for the university. The catalogues mentioned that various branches of science and literature usually pursued in college were taught at the academy. History was connected with the study of geography, and the principles of chemistry and philosophy were illustrated by experiments. While no specific mention was made of languages in the section devoted to the books and subjects, the list of students contained asterisks to denote those who were enrolled in the language course.

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It would be extremely difficult to keep personal-data records on so many students so widely scattered about the United States. Dr. Ayres is to be commended for the excellent list he compiled in 1890. The additions made in 1964 will be a reflection of the times in which we live. They will show the trend away from the ministry and toward the other humanitarian professions: medicine, law, and teaching. These latter professions were mentioned by Dr. Ayres, and earlier graduates were listed in them, but in Dr. Ayres' list the ministry was the most popular profession of all.

Among the early Hopkins graduates who chose a medical career were: Levi Dwight Seymour and George F. Thompson, surgeons during the Civil War; George C. Fleming, a surgeon in the Mexican War; Charles Robinson, who later became Governor of Kansas Territory; Dr. Franklin Bonney, who was the physician at Hadley for more than half a century; and Dr. Frank H. Smith, 1888, who also cared for the ill in Hadley from the turn of the century until his death in 1936. In more recent years the medical profession has been the calling of Dr. Joseph G. Pekala, 1926, University of Vermont 1932, who practices in Northampton, and Dr. Stanley J. Pekala, 1937, University of Vermont 1944, Chief of Obstetrics and Gynecology at St. Luke's Hospital in Pittsfield. Dr. Mitchell Madison, 1938, Amherst 1942, trained at the University of Rochester School of Medicine, receiving his M.D. in 1946 and M.S. (Surgery) in 1953 from the University of Minnesota Graduate School of Medicine, Mayo Foundation. Dr. Madison is a Diplomate of the American Board of Surgery and a Fellow of the American College of Surgeons. He is the Clinical Instructor in Surgery and Anatomy at the Stanford University Medical School in California.

Dr. Philip E. Koski, 1948, University of Massachusetts 1952 and Columbia School of Dental and Oral Surgery, D.D.S., 1957, is

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practicing dentistry in Northampton, and Joseph F. Zgrodnik, 1956, Amherst 1960, will complete the requirements for a D.M.D. degree in June at Tufts School of Dental Medicine.

In addition to being listed as a physician, Dr. Franklin Bonney also belongs in the group of Hopkins Academy graduates who were outstanding in civic and community life. In 1864 he was a volunteer surgeon at City Point, Virginia. He served both as a trustee of Hopkins Academy (he was secretary of the board from 1858 to 1903) and a member of the school committee. He was a member of the legislature in 1873. In addition, he wrote many professional articles for the *Medical Magazine* and contributed to other journals and magazines.

Dr. Frank Smith's career in Hadley resembled that of Dr. Bonney. A trustee of Hopkins Academy (he served as secretary of the board from 1903 to 1921, and president from 1921 to 1936) and a member of the school committee, Dr. Smith was also active in the community, contributing time and energy to every worthwhile project. He was a member of the special commission in 1909 that was responsible for the renaissance of Hopkins Academy. He was a representative in the legislature in 1911. He also served as college physician at Amherst College for seven years.

Law has always been a popular profession among graduates of Hopkins Academy. Henry S. Stockbridge, Amherst 1845, was a prominent Baltimore lawyer who also became a state district attorney in Maryland; another district attorney was Edward Bates Gillett, Amherst 1839. The names of many judges are inscribed on the Hopkins Academy Roll of Honor: Lincoln Clark, Amherst 1825, also Attorney General in Alabama; Simeon Nash, Jr., Amherst 1829, Judge of the Court of Common Pleas in Ohio; Charles P. Huntington, Harvard 1822, Judge of the Superior Court; Joseph S. Curtis, Williams 1852, a judge in Green Bay, Wisconsin; Rufus Cook, 1894,

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a member of the class of 1901 at Brown, Special Judge of the Probate Court; and Harry Jekanowski, 1925, Boston University 1930, Judge of the Hampshire County Probate Court and a trustee of Hopkins Academy since 1950.

Among the lawyers past and present are three generations of Callahans: John R. Callahan, Sr., 1884, John R. Callahan, Jr., 1918, and John M. Callahan, 1954, now a lawyer in Washington, D.C. Lucy McLoud, 1879, Smith 1885, assistant register of deeds in Hampshire County, was the first woman member of the Hampshire County Bar Association, and also the first Smith graduate to become a lawyer. John Crosier, 1895, was the clerk of the District Court of Hampshire County. John C. Hammond, Amherst 1865, was the president of the Massachusetts Bar Association in 1913. For 56 years he was a member of the board of trustees, serving as president from 1891 to 1921. Wallace R. Lane, Brown University and Yale Law School, a trustee from 1930 to 1946, was an outstanding patent lawyer in Chicago. Also listed among the lawyers are Thomas R. Hickey, 1905; Emerson S. Searle, 1908, Amherst and Boston University School of Law, practicing in Springfield, a trustee since 1921 and treasurer from 1930 to 1963; William E. Dwyer, 1918, Amherst and Boston University School of Law, a trustee since 1941 and president since 1956; Charles J. Kulikowski, 1931, Amherst, Harvard Law School, clerk of the District Court of Hampshire County; Edwin Podolak, 1936, University of Massachusetts and Syracuse University College of Law, an attorney in Hadley and also a Hampshire County Commissioner; and Jerome F. Farrell, 1939, Dartmouth and Georgetown Law School.

Following the earliest traditions established at the academy, many sons and daughters of Hopkins entered the teaching field. Dr. Ayres' list included: Rev. Laureus Clark Seelye, part-time student at Hopkins, who was the first president of Smith College,

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and Levi Stockbridge who was the fifth president of Massachusetts Agricultural College, now known as the University of Massachusetts; Henry K. Edson, Amherst 1844, former principal of Hopkins Academy, a professor at Iowa College; William D. Whitney, Williams 1845, a professor of Sanskrit Language, Literature and Comparative Philology at Yale; William L. Montague, Amherst 1855, who returned to Amherst as a professor of Modern Languages; Richard H. Mather, Amherst 1857, also returned to Amherst as a professor of Greek and German; Charles D. Marsh, Amherst 1877, became professor of Natural Science at Ripon College in Wisconsin; Edward Ayres, Amherst 1878, a former principal of Hopkins Academy, became the superintendent of schools in Warren, Mass., and Lafayette, Indiana; and Charles A. Tuttle, Amherst 1883, returned to Amherst as a professor of History and Political Economics.

In more recent years, more than one hundred graduates of Hopkins Academy have continued the old tradition of entering the teaching field following completion of their studies at colleges and universities. After homemaking, the most popular profession among the women of the twentieth century is teaching. No longer are the young women who train at Hopkins Academy planning to become ministers' wives, as was the common practice in the earlier days when the girls were first admitted to the academy. Once again, the changes that have taken place at Hopkins Academy are a reflection of the times in which we live and the thoughts of the people of the present era. Many women are interested in a career that will give them financial independence while offering them an opportunity to serve their fellow man, and so they choose teaching.

Many graduates of Hopkins Academy returned to Hadley to impart knowledge to the next generation of students. Among them was Brigid A. Ryan, 1891, teacher in the Russellville School that

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was long considered a model rural school. Miss Ryan was a pioneer in 4-H work and was commended by the University of Massachusetts for her service in that field. Others who returned to teach in Hadley were: Mary A. Cook, 1888; Bertha Gates, 1889; Lucy Webber Nims, 1887; Fanny Allen, 1907; Grace Burke Kelley, 1915; Ellen Callahan, 1916; Olive Comins Hubbard, 1918; Eva Hickey Curran, 1919; Lorena Scott Wood, 1920; Dorothy Hickey, 1924; Katherine Keefe Blyda, 1925; Ruth Scott, 1926; Clementine Gwozdik Wanczyk, 1927; Ruth McQueston, 1930; Marion Day Ellison, 1930; Dorothy Russell, 1931; Katherine M. Dwyer, 1934; Mildred Thomas Young, 1937; Helen Szostak Lesukoski, 1938; Patrick Duffy, 1954; Margaret Tudryn, 1954; Patricia Kusek Pipeczynski, 1958. Many began their teaching careers in Hadley, and later they moved on to schools in larger communities.

Other graduates of Hopkins Academy have gone into supervisory work in the field of education. Edwin Richardson, 1886, was the superintendent of schools in Holden. Fordyce T. Reynolds, 1893, progressed from teacher to principal to superintendent during his career that covered Kansas, Minnesota, New Hampshire, Paris, and Massachusetts and ended with the position of superintendent of schools in Gardner, Mass., from 1913 to 1945. Mr. Reynolds is listed in *Who's Who in the East*.

Dorothy E. McQueston, 1926, was the principal of Chester (Mass.) High School from 1959 to 1963.

John C. Jakobek, 1936, is the superintendent of schools of the Pentucket Regional Junior-Senior High School and School Union #53.

Joseph E. Zalot, 1948, has been the principal of Hopkins Academy since 1958.

At the college level, there are many twentieth-century graduates of Hopkins Academy listed as instructors or professors. Dr.

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Elinor V. Smith is a professor of bacteriology and chairman of the department at Smith College and is listed in *Who's Who in America*.

Dr. Raymond Pelissier, 1929, is the Director of the School of Business Administration at Georgetown University; he is also a consultant on executive training to the Governments of India and Mexico as well as to U.S. Federal Regulatory Agencies and private business.

Ruth C. McQueston, 1930, is an instructor of business subjects at Northampton Commercial College.

Stanley Dосkотz, 1930, is an instructor in ornamental horticulture at New York State University, Farmingdale.

Dr. Janina M. Czajkowski, 1932, is an associate professor of foods and nutrition at the University of Connecticut. She is also the author of numerous publications on foods and nutrition.

Jadwiga Moczulewski, 1934, R.N., B.S., M.A. in Nursing, is an instructor of nursing at Skidmore College. She was also a First Lieutenant in the U.S. Army Nurse Corps during World War II.

James W. Callahan, 1938, is an assistant professor of agricultural economics at the University of Massachusetts.

Emerson W. Hibbard, 1942, is an associate professor of economics and business administration at Ohio Northern University. He is listed in *American Men of Science*.

Benjamin Drabeck, 1949, is an instructor in English at Greenfield Community College. He is also active in the Amherst Community Opera and has been the organist and choir director at St. Brigid's Church in Amherst. In addition, he has had several art shows.

In the arts, Elbridge Kingsley (1842–1918) is probably Hopkins Academy's greatest artist-engraver. At 16 he left Hopkins Academy to become an apprentice at the *Hampshire Gazette* in

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Northampton. The Bible and Indians were the best sources of inspiration for his engravings. After studying at the Cooper Union in New York, he became a compositor for the *New York Tribune*. He also did some work for *Harper's Magazine*, *Scribner's Monthly*, *Century*, and *St. Nicholas*. Elbridge Kingsley learned the rudiments of wood engraving from J. W. Orr in New York. Later he conducted a school to inspire students to become creative artists rather than mechanical engravers. His "White Birches" won a gold medal at the Paris Exposition in 1889. He also received honors for his work at expositions in Chicago, California, Vienna, and Berlin. A collection of his engravings can be found at Mount Holyoke College. An interesting sidelight on Elbridge Kingsley was found in the 1943 *Dictionary of American Biography*, where there was a description of the "sketching car" that he used when he went on sketching tours. He had a gypsy car that must have been a forerunner of the 1964 mobile home; this horse-drawn vehicle had two sleeping bunks at one end, a desk for his work, and a kitchen at the rear. With these creature comforts he could observe nature on the highways and byways, lingering as long as he desired. When he was ready to move to another location, he always found a farmer willing to lend a horse.

Miss Julia Strong Lyman Dwight, 1888, graduated from Smith College in 1893. A well-known artist, she studied art in Italy and exhibited her work at shows in Pennsylvania and Boston. In 1961, the trustees of Hopkins Academy received a bequest of \$5,000 from the estate of Miss Dwight for the benefit of the school library. Each year the income is used for the purchase of books and other related materials.

Other Hopkins Academy artists are George Bonney, Edward H. Dwight, Lucia B. Comins, 1915, Dorothy Comins Page, 1921, Benjamin Drabeck, 1949, and John E. Gnatek, 1951.

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Where Clifton Johnson rightfully belongs is difficult to say. He, too, was an artist and illustrator of great renown. But he was also a prolific writer, having published many volumes about the general area of Massachusetts, among which were *Historic Hampshire in the Connecticut Valley* and *Picturesque Franklin*. And all were profusely illustrated. His books also covered areas farther afield: *The New England Country* and *What to See in America*. Two of the illustrations used in this history are copies of his pen-and-ink drawings of Hopkins Academy buildings in 1817 and 1865.

Mrs. Clifton Johnson (Anna McQueston, 1892) was well known as the traveling grandmother who took to the lecture platform to regale her audiences with her homespun talks entitled "Grandma Gets Around" and based on trips she had taken with her son Irving on his brigantine *Yankee*. Irving continues the family tradition on the platform, combining his illustrated lectures with descriptions of his travels in out-of-the-way spots in far-away places. His latest accomplishment was traveling the length of the Nile River in 1964 gathering valuable material for use in the *National Geographic* magazine.

Books have also been the main business of two other sons of the Clifton Johnsons, Roger and Arthur, who have conducted Johnson's Bookstore in Springfield, where Roger is the president. Arthur, a trustee of Hopkins Academy and secretary of the board, has just recently retired from the business.

Hopkins Academy has also produced a great many authors and poets. Among the more prominent are: Sylvester Judd, *History of Hadley*; John Howard Jewett, poet and former editor of the *Worcester Gazette*; Minnie Ryan Dwight, 1889, author of *James Robert Ryan*; Margaret C. Toole, 1923, co-author of *Benjamin West, His Times and His Influence* and *Notes on the Early Hudson River School*; Raymond C. Surgen, 1935, articles on antibiotics;

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Charles F. Chunglo, 1938, articles in national magazines; Stanley F. Gizienski, 1939, co-author of *Earth and Earth Rock Dams*, 1963; Robert J. McKelligott, 1939, technical writer and editor; Emerson W. Hibbard, 1942, in collaboration, "Economic Effects of Farm Price Support Law for Binder Tobacco," and "From Tea to Vodka and Back."

The graduates of Hopkins Academy have been successful in every field of endeavor, and many have become national and international authorities in their respective fields. Stanley F. Gizienski, 1939, is a consulting civil engineer and a consultant on earth-dam projects in the United States, Canada, Brazil, and Ghana, Africa. He was a major in World War II and was awarded the Purple Heart.

Dr. Anthony J. Matuszko, 1943, is a research scientist and research administrator, Chemical Sciences Directorate, Air Force Office of Scientific Research in Washington. He is listed in *American Men of Science* and *Leaders in American Science*.

Luther Conant, 1904, civil engineer and real-estate broker, Bethlehem, Pa., was listed in the 1953 *Who's Who in the East*.

Raymond C. Surgen, 1935, is a Food and Drug Officer in the U.S. Department of Health, Education and Welfare in Washington, and he is also listed in *American Men of Science*.

Henry R. Surgen, 1940, is the Physical Security Officer at the Goddard Space Flight Center, NASA.

Capt. Henry Zawacki, 1946, President of the Hopkins Academy Alumni Association, is a hospital administrator at the U.S. Air Force Base at Westover.

A study of the trustee questionnaires returned by graduates of Hopkins Academy revealed that comparatively few are exclusively concerned with farming. At an earlier time, Hadley was considered primarily a rural farming community. In more recent

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years the trend has been away from the farms. While many have left the farms for more lucrative positions, they still retain the love of the soil and have entered areas where they can be close to the soil without bearing the burdens of farming.

Edward Konieczny, 1938, is working as a soil conservationist in Franklin County under the auspices of the U.S. Department of Agriculture.

Joseph T. Koski, 1940, is the Assistant Chief Staff Officer, Methods Improvement Operations, Plant Pest Control Division of the Department of Agriculture in Hyattsville, Maryland.

Stanley Jekanowski, 1928, is managing the Farm Credit Office in South Deerfield. Carl Jekanowski, 1934, is associated with the Connecticut Department of Agriculture and Natural Resources.

In occupations also associated with the good earth are John Bak, 1946, and Anthony Bak, 1949, who own and operate the Jeffery Florist business in Amherst, and Raymond Marcinowski, 1939, who owns and operates the Easthampton Nurseries.

There are still many successful farms in Hadley being operated and managed by graduates of Hopkins Academy. Some are dairy farms, while others are farms that yield tobacco, asparagus, or similar produce. Among these are farms run by the Barstow family, the Hibbards, Kentfields, Kelleys, and the Mokrzecky family.

In time of war, Hadley has always sent a large contingent to serve under the flag of the United States. Major General Joseph Hooker, U.S.A., the Commander of the Army of the Potomac, was probably Hadley's greatest and best-known soldier. There have been others: General Joseph B. Plummer, West Point; Lt. Col. Casimir J. Baj, 1935, with the First U.S. Army in New York; Capt. Frank McNiff, 1949, U.S.A.F. pilot and jet flying instructor supervisor; 1st Lieut. Chester Baj, 1958, U.S.A.F., and a graduate of the

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U.S. Naval Academy; Lieut. Philip F. Duffy, 1956, naval aviator. Capt. Gail R. Stafford, 1950, is a pilot with the U.S.A.F., flying jet tankers for SAC. William Chmura, 1923, Edward Matuszko, 1934, Henry Drozdal, 1937, and Jerome Yezierski, 1944, received the Purple Heart.

The D.F.C. was awarded to Raymond D. Shipman, 1937, Warren Johnson, 1939, and Myron Muzyka, 1942.

Others answered the call to service, and among them were several women from Hopkins Academy: Jadwiga Moczulewski, 1934, 1st Lieut. in the U.S. Army Nurse Corps; Frances Jacobek Beebe, 1939, a flight nurse in the South Pacific; Lorraine McNiff Bailey, 1937, Lieut. USCGR (W), now in National Aeronautics and Space Administration; Margaret Buckowski Smith, 1942, and Mary Powers Hinckley, 1931, USNR (W).

Radio, television, and newspaper media have not been overlooked by Hopkins Academy graduates. Minnie Ryan Dwight, 1889, was the oldest living woman newspaper editor in the United States at the time of her death in 1957. She was the owner-publisher of the *Holyoke Transcript-Telegram*. Philip Reed, 1931, is the front-page and telegraph editor of the *Daily Hampshire Gazette* in Northampton. Francis R. Russell, 1936, has been a newspaper editor, a radio executive, and a TV news director. He is currently the Director of Public Relations for the Atomic Energy Division of the Babcock and Wilcox Co. Mac Gress, 1944, is a professional actor on Broadway and in summer theatre, on CBS and NBC TV shows, and in Universal Studio films in Hollywood. He served in the U.S. Army during World War II and received the Purple Heart and the French Croix de Guerre.

The foreign-service department of the U.S. State Department has one Hopkins representative, Gertrude Pelissier, 1938, now in Mozambique, Africa. Joseph A. Czajkowski, 1938, is the deputy

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director of the division of management services for the Peace Corps in Washington.

Sports attracted two members of the Kosior family. Edward, 1942, was a professional basketball player with the American League in 1949–50 and has since coached basketball and baseball at Westfield State Teachers College, Holyoke Junior College, and Springfield Trade School. His brother, Theodore, 1956, was a professional baseball player with the Milwaukee Braves in 1960–61. He is presently in the banking profession. Leon H. Konieczny, 1952, is the varsity soccer coach at the New Hampshire Technical Institute.

Three important names in the history of Hopkins Academy can be found on buildings at the University of Massachusetts. Stockbridge Hall, built in 1914 and dedicated in 1915, is a lasting memorial to Levi Stockbridge, the fifth president of the university, and a former student at Hopkins Academy. In more recent years, the University of Massachusetts has honored two graduates of Hopkins Academy who were untiring in their efforts on the behalf of others. On December 6, 1959, a new dormitory for girls was named in honor of Minnie Ryan Dwight (Mrs. William G. Dwight), class of 1889. The university had previously honored her by awarding her the degree of Doctor of Humane Letters in 1947. (She had also been the recipient of an honorary degree at American International College and a citation at Mount Holyoke College.) Another dormitory for girls at the University of Massachusetts was dedicated on November 20, 1960, in honor of Anna McQueston Johnson (Mrs. Clifton Johnson), class of 1892.

Smith College honored another outstanding Hopkins Academy student by naming the concert hall the John M. Greene Hall in 1911. Dr. Greene was the trusted advisor of Sophia Smith, founder of Smith College.

YOUTHS FOR PUBLIC SERVICE

An equestrian statue on the grounds of the State House in Boston honors another graduate of Hopkins Academy, Major General Joseph Hooker, a colorful and controversial Civil War hero who, at the age of eighteen, graduated with honors from West Point in 1837. The *Daily Hampshire Gazette* of June 25, 1903, contained detailed reports of the unveiling that day of the statue of General Hooker on horseback. (The figure was by Daniel C. French and the horse by Edward C. Potter.) The unveiling was accompanied by the greatest military pageant of the age with more than 15,000 uniformed men participating in a parade that was witnessed by a crowd of spectators estimated at over a million.

Engineers, nurses, computer analysts, food and lodging managers, registered pharmacists, bankers, chefs, embalmers, transportation specialists, town officers, security officers, all are included in the list of occupations of twentieth-century graduates of Hopkins Academy. The opportunities are many and varied for today's high-school graduates. Horizons have broadened since the seventeenth-century student at Hopkins Donation School prepared for the university and the ministry or teaching.

In these troubled times when peoples of all nations are praying for peace, the words of Brother Laurence Duffy from his monastery in New York are most fitting. "I feel that there has been an organic growth in my life for which I am grateful. My family, the people of Hadley, my days at Hopkins Academy have all prepared me for this life. I believe that though the monk may be far from all in appearance, still he is near to all in reality. Peace is the fruit of the monastic life. I send a greeting of Peace to all my friends and fellow alumni."

XII. The Trustees of Hopkins Academy and the Hopkins Fund

FROM William Goodwin in 1664 to William Dwyer in 1964 and from the Reverend John Russell, Jr., Aaron Cooke, and Lieut. Samuel Smith, chosen by William Goodwin in 1669, to Allan Campbell, chosen by the board of trustees in 1963, the torch, lighted by Edward Hopkins in 1657, has been passed from one generation to another until today there are thirteen trustees of Hopkins Academy in Hadley, Massachusetts, administering the trust of Edward Hopkins and providing continued encouragement for the hopeful youth of this generation.

The first members of the self-perpetuating board of trustees of the Hopkins School were chosen in part by William Goodwin, one of the two surviving trustees of the estate of Edward Hopkins, and partly by the town of Hadley. Nathaniel Dickinson and Peter Tilton were chosen by the town in 1669 and joined those named by William Goodwin. These five men, all appointed in 1669, with Goodwin as their leader as long as he remained in Hadley, administered the educational needs of the new community and had sole control over the disposition of the Hopkins legacy in Hadley. In a previous chapter it was pointed out that these men also had authority to control any other funds or bequests left to the town for educational purposes.

The first investment of the trustees had nearly disastrous effects when the Indians burned the corn mill in 1677. It was not just the loss of the corn mill, important in the economic life of the community, but also the loss of income from the corn mill that caused great hardship. It was this income that was used to pay the major part of the schoolmaster's salary. In other chapters can be

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found detailed descriptions of the corn mill, its loss, the resulting litigation, the final solution, and the eventual return of the site of the corn mill to the trustees in 1964, this tercentennial year at Hopkins Academy.

Later financial ventures by the trustees had fluctuating results. The Hopkins Fund followed no normal curve, having touched the depths or very close to the bottom on several occasions, and reaching great heights at other times.

To get the complete picture of the board of trustees one must view their activities over the span of three hundred years.

When first established in the seventeenth century there were six members, including William Goodwin as long as he lived. Actually he left Hadley about 1670 and moved to Farmington, Connecticut. Records imply that he took no active part in the affairs of the trustees after his departure from Hadley. Until the academy and the board of trustees were incorporated in 1816, the affairs of the Hopkins Donation School and the Hopkins Fund were administered by a board of five trustees. By the act of incorporation this number was increased to nine. On June 9, 1821, the General Court authorized a change in the number of trustees, with the result that the board was to number not more than fifteen nor less than five. The present board of trustees, continuing to operate under that authority, consists of thirteen members.

From the earliest days of its establishment, the board of trustees has carried on the custom of opening every meeting with a prayer. When there were ministers on the board they were usually asked to offer prayer. In more recent years either the president or a member designated by him has continued the practice.

The first hundred and six pages in the first book of records of the trustees of Hopkins Academy were carefully written by Dudley Smith in 1848, when he transcribed old records and papers refer-

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ring to the Hopkins School in Hadley. Included are court actions, town votes, and leases as well as reports of the meetings of the trustees. Also included was a copy of the Incorporation of Hopkins Academy, which follows. The petition to the legislature for the incorporation was the result of the combined efforts of the town of Hadley and the trustees of the Hopkins Donation School.

The first meeting of the newly organized board of trustees of Hopkins Academy was recorded in the first book of the trustees:

Agreeably to the above act of incorporation Seth Smith, William Porter, Jacob Smith, William Dickinson, and Moses Porter, Trustees of the Hopkins Academy, met on the fourth day of June Anno Domini 1817 at the House of Doct. William Porter in Hadley, and made choice of the Rev. Dan Huntington and the Rev. John Woodbridge, as two additional Trustees of the Academy aforesaid. And then adjourned to the sixth instant to meet at the House of Deac. Seth Smith.

Attest Seth Smith
Chairman of said meeting

Two days later the trustees met again and they chose Rev. Joseph Lyman, D.D., and Isaac C. Bates, Esq., as two additional trustees. This action brought the board to its full complement of nine members, as authorized by the act of incorporation.

On June 11, 1817, Rev. Joseph Lyman, D.D., was named president, Rev. Dan Huntington was chosen secretary, and William Porter, Esq., was elected treasurer. These were the first officers of the newly incorporated Hopkins Academy.

On June 30, 1817, a committee assigned to draw up bylaws for the board of trustees presented its report, which was accepted by the board. In addition to the three officers mentioned, there was to be a Prudential Committee empowered to provide instructors and to supervise the activities of the academy. Today, this impor-

MASSACHUSETTS STATUTES, A. D. 1815.

CHAP. 104.

An Act to incorporate the Trustees of Hopkins Academy

Whereas it appears by the petition of Seth Smith and others, the committee of the donation school in the town of Hadley, that a fund heretofore given for the support of said school by the honorable Edward Hopkins, may be more conveniently and advantageously directed to the furtherance of the benevolent objects of the donor by establishing a body politic for the management of the same: Therefore,

SECT. 1. *Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same,* That there be, and hereby is established an academy in the town of Hadley and county of Hampshire, upon the foundation of the Hopkins donation school, to be known and called hereafter by the name of Hopkins Academy, and that Seth Smith, William Porter, Jacob Smith, William Dickinson, and Moses Porter, the committee of the donation school aforesaid, be, and they hereby are incorporated into a body politic by the name of the Trustees of Hopkins Academy; and they and their successors shall be and continue a body politic by the same name forever.

SECT. 2. *Be it further enacted,* That all the lands and monies heretofore given or subscribed to the committee aforesaid for the use of said school, or which shall hereafter be given, granted and assigned to the trustees aforesaid for the use of the said academy, shall be confirmed to the said trustees, and their successors in that trust forever, for the uses designated by the donors: and they, the said trustees and their successors shall be further capable of having, holding and taking, in fee simple, by gift, grant, devise or otherwise, any lands, tenements or other estate, real or personal; *provided* the annual income of the same shall not exceed five thousand dollars: and that the rents, issues and profits thereof shall be applied in such a manner as that the designs of the donors may be most effectually promoted.

SECT. 3. *Be it further enacted,* That the said trustees shall have power from time to time, as they shall determine, to elect such officers of the said academy as they shall judge necessary and convenient, and fix the tenures of their respective offices: to remove any trustee from the corporation, when in their opinion he shall be incapable, through age or otherwise of discharging the duties

of his office; to fill all vacancies by electing such persons for trustees as they shall judge best; to determine times and places of their meetings, the manner of notifying the said trustees, and the method of electing or removing them; to ascertain the powers and duties of their several officers; to elect preceptors and instructors of the said academy, and determine the duties and tenures of their offices; to ordain reasonable rules, orders and by-laws, not repugnant to the laws of this Commonwealth, with reasonable penalties, for the good government of the said academy, and to ascertain the qualifications of students, requisite to their admission, and the same rules, orders or by-laws at their pleasure to repeal.

SECT. 4. *Be it further enacted,* That the trustees of the academy may have one common seal, which they may change at pleasure, and that all the deeds signed and delivered by their treasurer or secretary by their order, and sealed with their seal, shall, when made in their name, be considered as their deed, and as such to be duly executed and valid in law; and that the trustees aforesaid may sue and be sued in all actions, real, personal or mixed, and prosecute and defend the same to final judgment and execution.

SECT. 5. *Be it further enacted,* That the number of said trustees and their successors, shall not at any one time be more than nine, nor less than five, and a majority of the whole number for the time being, shall constitute a quorum for transacting business; and a majority of members present at a legal meeting, shall decide all questions proper to come before the trustees.] Repealed and altered 1821, Ch. 1.

SECT. 6. *Be it further enacted,* That Seth Smith be, and he hereby is authorized to fix the time and place of holding the first meeting of the said trustees, and to notify them thereof.

An Act in addition to an Act, entitled "An Act to incorporate the Trustees of Hopkins Academy." Statute 1821, Chap. 1

SECT. 1. *Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same,* That the number of the Trustees of Hopkins Academy, and their successors, shall not at any one time, be more than fifteen, nor less than five; and a majority of the whole number, for the time being, shall constitute a quorum for transacting business; and a majority of members present at a legal meeting shall decide all questions proper to come before the Trustees.

SECT. 2. *Be it further enacted,* That the 10th section of the act, entitled "An Act to incorporate the Trustees of Hopkins Academy," be, and the same is hereby repealed.

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tant committee remains a vital part of the organization of the board of trustees. James F. Kentfield, Ernest W. Hibbard, and the president, William E. Dwyer, are the members of the current Prudential Committee.

Prior to incorporation, the meetings of the trustees were held whenever the needs of the school required them or the trustees deemed them advisable. Many records of these early meetings contain only the date, location, and election of new members to fill vacancies caused by deaths or resignations. Operating under the new bylaws, the trustees were required to conduct the annual meeting "on Tuesday, fifteen days before the first Wednesday of December, 10 o'clock, A.M." But other meetings were held when necessary to conduct the business of the board. In June 1817, four meetings were held to get the new corporation organized and functioning. The next meeting was not held until November, and this was to comply with the bylaws. Eleven days later they met again and made plans for the opening of the first term in the new school. In the minutes of this meeting reference was made to "the publick Thanksgiving of the Commonwealth occurring the first week in December," which necessitated a change in the opening date of the first term from the first Wednesday in December to the second Wednesday. To compensate for this extra week of free time for the students, the trustees shortened the vacation period between the first and second terms. At the same meeting it was voted that a sermon should be delivered at one o'clock the day previous to the opening of the academy and that the Reverend John Woodbridge would be the preacher.

On December 9, 1817, the trustees attended the dedication of the new academy building held in Academy Hall with a dedicatory prayer offered by the president, Reverend Joseph Lyman, D.D. This was followed by an appropriate Divine Service at the

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meetinghouse. The sermon was preached by Reverend John Woodbridge, who chose for his text Deuteronomy VI:7, "And thou shalt teach them diligently unto thy children . . ."

In answer to the trustees' questionnaire sent to the alumni early in 1964, Mrs. Mary Sanderson Johnson, class of 1890, wrote that she and her sister, Lucy Woodbridge Sanderson, are members of the same family as the Rev. Woodbridge. She added that he preached 20 years in the Old First Church and 15 years in the Russell Church. She continued with a description of him taken from a history of his life in Hadley, "I have rarely known one who might more safely be held up as a model, of a gospel minister, more worthy of imitation. He possessed a humble, independent honesty in his work and wrote on the hearts of his people as 'with a pen of iron.'"

As one would expect, there have been changes in the bylaws since 1817. For a long time it was the practice of the trustees to hold their meetings on the day of the final examinations in each of the four terms of the school year. This routine served a two-fold purpose, as it gave the trustees who were attending the meetings an opportunity to administer some of the oral examinations at the academy or to be present during the examination to observe teachers and students and to report their findings at the trustees' meetings.

Just as the month and day of the business meetings of the trustees have changed over the years, so also has the locale varied. Sometimes the meetings were held at the homes of the trustees, particularly when the board was limited to five or nine members. For many years it had been the custom to have a dinner at the annual meeting. Due to reduced income from the Hopkins Fund during the lean years, this practice was dropped.

In 1907 the trustees had a dinner meeting with Frank Boyden

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of Deerfield Academy as guest. For many years the annual meeting of the trustees was held in December at the academy. The students and instructor in the household-arts department often prepared and served either a lunch or a dinner, depending on the hour of the meeting. No dinner meetings were reported between 1931 and 1934. In 1935, one more lunch was served to the trustees by the household-arts department.

For several years Ernest Russell, President of the Board, entertained the trustees at a dinner meeting in his home.

When Wallace R. Lane of Chicago was on the board (1930-1946), he entertained the trustees at a dinner meeting at the Lord Jeffery Inn in Amherst. On another occasion he included the faculty and the wives of the trustees. In 1942 the annual meeting was held at the academy in the afternoon, and Mr. Lane was host in the evening at a dinner at Hotel Northampton for the trustees, their wives, the school committee, and the principal and faculty of Hopkins Academy.

Steeped in tradition, the board of trustees of Hopkins Academy is carrying on in the twentieth century this custom of long standing, the dinner meeting, the exact date of origin having been lost among the sparse records of bygone years. The annual meetings once held in December are now held in June, and are usually dinner meetings with the wives of the trustees and the principal of the academy and his wife as guests of the host trustees. One or more trustees are hosts to the group. No part of the Hopkins Fund is expended for these annual dinner meetings.

In 1657, Edward Hopkins chose four trustees to administer his estate in New England. These men were leaders in their communities, active in their church, and trustworthy members of society. In 1669, William Goodwin chose three residents of Hadley, and the town chose two more pious and godly men, who together

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constituted the first board of trustees of the Hopkins Fund in Hadley, Massachusetts. These men were also leaders in the civic life of the new settlement, active in their church, and trustworthy members of society. The influence of Edward Hopkins was evidenced in 1669, and it continues to be felt in this latter half of the twentieth century.

In the three hundred years since William Goodwin was entrusted with Hadley's share of the Hopkins legacy, there have been recorded only five cases of trustees being removed from office or being requested to resign. Appendix I contains the names of at least 138 trustees, and there have been more, but the records are incomplete. This speaks well for the thoughtful consideration that is part of the process used in choosing new trustees. Of the five mentioned above, one, Samuel Partrigg, was removed by the Court in 1687. On March 7, 1863, it was voted that the memberships of the Rev. Franklin Tuxbury and William P. Dickinson "be considered extinct as a consequence of present and prospective absence." At a meeting of the trustees held on November 27, 1895, the problem of securing a quorum at some of the meetings, because so many members lived at a distance, was discussed. As a consequence, it was voted that the secretary be instructed to request the resignations of the Rev. John S. Bayne of LaSalle, Illinois, and Professor Charles A. Tuttle of Wabash College in Indiana. At a meeting in December of the same year the resignations were accepted, and new trustees were appointed.

In more recent years there have been two outstanding trustees who did not reside in the immediate area. In fact, both men were living in Chicago. Distance did not prevent them from rendering invaluable service to the trustees and the academy. Lyman D. Hammond was of great assistance to the trustees in representing them in Chicago and in managing their real estate interests

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there. It was he who advised the board to erect a building on some of their property there in order to produce additional income. It was he who advised them when to lease the property and when the time was right to sell the Michigan Avenue property. As a result of his expert guidance, the trustees sold some of their Chicago holdings early in the twentieth century for \$100,000. The income was particularly valuable to the trustees because it came at a time when the board had gone into debt to pay current expenses. The trustees had even mortgaged some of their Chicago holdings.

The second Chicago member was Wallace R. Lane, who frequently attended the meetings of the trustees. There are many reports of his generosity to the academy and the trustees. In 1940, he offered to pay the cost of renovating and improving the north end of the gymnasium as a girls' dressing room. In 1912, Mr. Lane established a prize-speaking contest in memory of his father, Rev. John W. Lane, a former trustee of the academy. At first the prizes amounted to thirty dollars. In 1925, Mr. Lane increased the prizes to fifty dollars, and in 1927, he made a gift of \$1,000 to the trustees, the income to be used for the annual prizes. However, until his death, he continued to send fifty dollars annually so that the permanent fund might increase in value.

There have been many interesting and well-known trustees who have contributed their time and talents to Hopkins Academy. Because of family finances, Levi Stockbridge did not have the advantage of an Amherst College education as did an older brother. While the brother was formally a member of the college student body, Levi was studying his brother's books at home. He attended as many college lectures as possible, particularly in the field of chemistry. His scientific contributions to agriculture were far advanced for his day. Among them were: the value of soil mulch, the origin of dew, and the leaching of plant food from the soil. After

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teaching courses in agriculture at the Massachusetts Agricultural College in Amherst, he was elected the fifth president of the college. He was one of the men who worked to secure an agricultural college for the state. For twelve years he was a member of the State Board of Agriculture. He served in the Massachusetts legislature as a representative in 1855, 1870, and 1883, and as a senator in 1865–66.

John C. Hammond, for thirty years the president of the board of trustees of Hopkins Academy (1891–1921), was a graduate of Amherst College in 1865. He was a high-school principal for three years while he was studying law. Although he was called “Judge” by his friends, he never sat on the bench. It was not unusual in his day for a young man to prepare for the bar in a law office rather than to go to a law school. Probably the best-known law student in his office was young Calvin Coolidge. The following appeared in the *Daily Hampshire Gazette* on April 22, 1926:

A splendid tribute to Atty. John C. Hammond, who died yesterday afternoon in his 84th year, was paid today by President Coolidge and other associates who knew so intimately the dean of the Hampshire County Bar. “He had been for many years a dominating figure in Northampton because of his great ability, untiring energy, and known integrity,” says the President. “I always considered that I had a great advantage in the immediate relationship that I had with him as a student of law in his office. . . The one we love has gone. . .”

Through John C. Hammond, the influence of Hopkins Academy was felt even in the highest office of the United States.

Arthur Howe, Hopkins Academy 1894, is one of the most colorful trustees that ever sat on the board. He is very much a part of the history of Hadley and North Hadley. Most of his adult life he was closely associated with the family business, C. D. Dickinson and Son in North Hadley. Originally the company manufac-

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tured the usual blacksmith tools, but as the farming picture in Hadley changed so did the type of tool that was produced. When broom corn was the important crop in Hadley, the company produced broom-corn tools. Later it featured tobacco cutters and asparagus knives. Started as a sideline to satisfy the demand of the local housewives, the manufacture of kitchen knives became an important part of the output of the company. In 1964, Mr. Howe, through his niece, Dr. Elinor V. Smith, a present trustee, the site of the original corn mill owned by the first trustees of the Hopkins Fund has been deeded back to the trustees. For many years, until illness forced his retirement, Mr. Howe was the vice president of the Nonotuck Savings Bank in Northampton.

The present board of trustees has an aggregate of 232 years of service to Hopkins Academy and thus, indirectly, to the town of Hadley. A short biographical sketch of each of the trustees on the present board can be found in Appendix I.

Not all trustees can be singled out for biographical comment in this history because of obvious space restrictions. However, all have served well and have made a contribution to the academy according to their various talents. Some will always be remembered because of their association with the academy and because their names have become part of the academy. Following the purchase of the Bonney property for an academy building in 1909, the trustees named the athletic field in honor of Dr. Franklin Bonney. In 1954, the trustees requested that the library of the present building be named in honor of Wallace R. Lane. In 1957, the trustees voted to establish a fund for the purchase of library books in memory of another trustee-president, Ernest S. Russell.

The trustees of Hopkins Academy have always felt that the heart of a school is its library. As far back as 1821 they were concerned about library facilities for the students of the academy. In

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December of that year they expressed their sentiments concerning the need to provide a library composed of well-selected and useful books. In 1890, a two-hundred-dollar bequest was willed to the trustees by Deacon George Dickinson, former trustee, with the stipulation that the principal with interest should be allowed to accumulate until the sum was five-hundred dollars. At that time, the interest was to be used for the Young Men's Library Association of Hadley; in the event that the organization no longer existed, the trustees were to use their discretion in determining how best to use the income in the library at Hopkins Academy. It was not until 1915 that the fund had reached the stipulated amount. By then, the Young Men's Library Association of Hadley was extinct. The trustees immediately set aside the interest for the annual purchase of books or other library needs.

While waiting for the Dickinson Fund to reach the proper amount before using the interest, the trustees appropriated the sum of fifty dollars in 1904 for books and maps for the school library. The following year, twenty-five dollars was appropriated for the library. Throughout the record books of the trustees can be found references to varying amounts of money being set aside for library purposes. In 1954, the trustees voted to give to the Hadley Secondary School Building Committee the sum of \$2,500 for the furnishings of a library in the new Hopkins Academy building to be known as the Wallace R. Lane Memorial Library. Mr. Lane, well-known patent lawyer from Chicago, had been a member of the board of trustees for many years. Previously, some of the furnishings in his Chicago office had been sent to Hadley for use in the school library.

Following the death of another prominent board member and former president in 1957, the trustees voted to establish the Ernest S. Russell Book Fund at the academy. They appropriated a

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sum of \$3,000 to be expended over a three-year period, for the purchase of books for the library. The principal, the prudential committee, and Dean Hopkins constituted the first committee chosen to administer the fund. Many valuable reference works along with other desirable volumes were purchased at once for school use. The increase in the number of volumes in the library has brought about a corresponding increase in the use of the library.

In 1961, a bequest of \$5,000 from Miss Julia Strong Lyman Dwight of the class of 1888 at Hopkins Academy, was received by the trustees. The income from this fund is used to provide for additional volumes in the school library. Miss Dwight was the daughter of the Rev. Edward S. Dwight, the last pastor of the Russell Church. She was also the great-granddaughter of Dr. Timothy Dwight, President of Yale College from 1795 to 1817. She was also the great-granddaughter of the Honorable Caleb Strong of Northampton, who was the governor of Massachusetts when Hopkins Academy was incorporated in 1816. It was he who signed the act of incorporation approving the step taken by the trustees.

Through the years, many devoted friends of Hopkins Academy have established prizes to give encouragement to the students and to recognize their scholastic and athletic attainments during their high-school careers. Monetary gifts for these prizes are invested with other funds of the trustees, and the income is used for the annual prizes. Some years members of the graduating class have raised a sum of money for prizes in honor of a member of the faculty. The income was small. In 1962, the trustees voted to raise all prizes to a minimum of twenty-five dollars, with the difference being paid from trustee funds.

The first monetary graduation prize at Hopkins Academy was established in 1915 by Patrick Ryan, first Irish landowner in Russellville, North Hadley. All seven of his children attended Hop-

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WALLACE R. LANE,
Trustee 1930–1946



ERNEST S. RUSSELL, *Trustee 1921–1957*
President of Board of Trustees 1936–1956



Wallace R. Lane Memorial Library
Given by the Trustees of Hopkins Academy
in Honor of Wallace R. Lane
Hopkins Class of 1894
Student—Trustee—Benefactor

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kins Academy. In memory of his oldest son, James, class of 1894, killed in Nebraska, he established the James Robert Ryan Prize for the graduate whose scholarship, endeavor, progress, and leadership in high school was most outstanding. In 1924, he established a second prize to make it possible for both a boy and a girl to be recognized for their scholarship.

The day that the James Robert Ryan Prize was announced in the *Daily Hampshire Gazette* (September 16, 1915), the headlines were graphically telling the world situation: Suburbs of Arras Again Wrecked by German Shells, British Submarine Lost, American Cargoes Seized, the Vast Cost of War, Women Arbitrarily Deprived of Vote. Patrick Ryan had faith in the future of America and particularly in the future of Hopkins Academy. That faith was transmitted to other members of the Ryan family who established other prizes at Hopkins Academy. In 1940, Minnie Ryan Dwight of the class of 1889 gave the trustees \$500 for the Brigid A. Ryan Prize in home economics; and in 1956, she duplicated the prize. There are now two prizes awarded for home economics each year. In 1953, William E. Dwyer, grandson of Patrick Ryan, established the Ellen Ryan Dwyer Prize in memory of his mother, who was graduated from Hopkins Academy in 1889. This prize is awarded to the student who prepares the best paper on some phase of local history. In 1958, William Dwight of Holyoke, another grandson of Patrick Ryan, established a history prize in memory of his mother, Minnie Ryan Dwight. Anna Kirkpatrick Ryan bequeathed to the trustees the sum of \$5,000 for the establishment of a scholarship in memory of her husband, William P. Ryan, second son of Patrick Ryan. The first scholarship of \$250 from this fund was awarded in 1959. Three generations of the Patrick Ryan family have shown their love and devotion for the highest ideals of Hopkins Academy.

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The Emerson Prize was established by the late Rev. Thomas A. Emerson, who willed \$1,000, the income of which is to be used to provide a prize for the student with the highest scholastic record.

A \$100 fund for the purchase of a medal to be awarded each year to an outstanding athlete was established in 1948. Known since 1940 as the James P. Reed Athletic Award, it was originally established in 1909 by Franklin E. Heald. A medal was given to a junior who had the privilege of wearing it until graduation the following year. In a few years the medal was lost. After Mr. Reed became principal, he purchased a new medal each year, thus allowing the recipient to retain permanent possession of the medal. From 1940 to 1948, the medal was purchased by the Athletic Association at the academy.

The class of 1954 established the Fanny G. Allen Award in honor of Miss Allen, former language teacher at the academy. This award is made annually to the student obtaining the highest grades in three years of French.

The class of 1956 established the Mary E. Kennedy Award in honor of Mrs. Kennedy, who is the head of the Commercial Department at Hopkins Academy.

The class of 1963 established the Bud Kneeland Award honoring Rufus H. Kneeland of the Athletic Department at the academy.

There are other prizes and awards each year, but the funds for them are not part of the Hopkins Fund. Among these are: the Mary McGrath O'Brien Debating Prize, donated by Attorney Edward L. O'Brien of Northampton in memory of his mother, of the class of 1874; the Alumni Prize; the Florence M. Reed English Prize, established by Hope Grange of Hadley; the Harvard Book Prize; the Permanent Plaque for the person who best exemplifies the

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WILLIAM E. DWYER
President of the Board of Trustees
1941

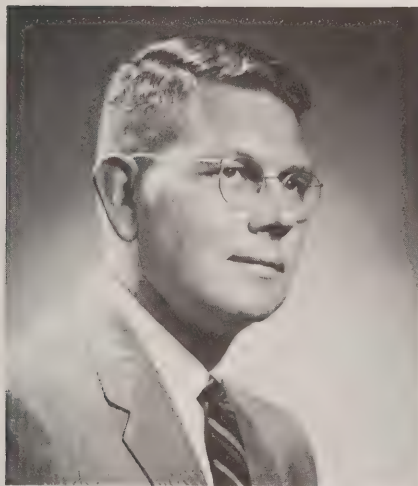
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ARTHUR S. JOHNSON, *Secretary*
1940



ALLAN A. CAMPBELL, *Treasurer*
1963

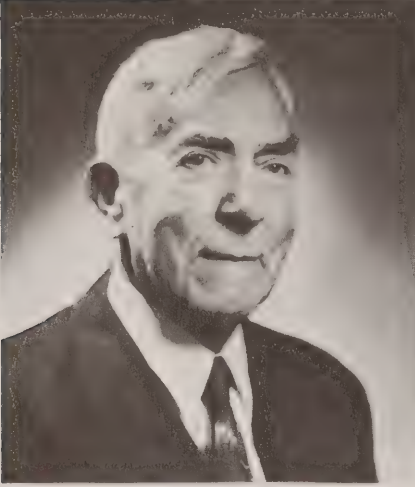


JAMES F. KENTFIELD,
Prudential Committee
1950



ERNEST W. HIBBARD,
Prudential Committee
1925

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FORDYCE T. REYNOLDS
1937



JUDGE HARRY JEKANOWSKI
1950



ROY R. BLAIR
1946

EMERSON S. SEARLE
Treasurer, 1930-1963
1921

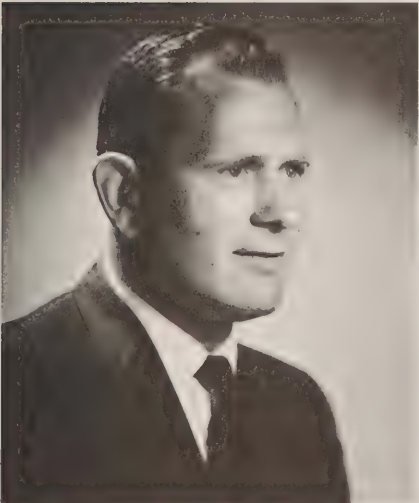
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DR. ELINOR V. SMITH
1960



JOHN T. MARTULA
1956



RAYMOND D. SHIPMAN
1956



DEAN ROBERT S. HOPKINS, JR.
1956

HOPKINS ACADEMY & THE HOPKINS FUND

Hopkins Academy student; the Young Men's Club \$100 scholarship; the Old Hadley Lions Club Vocational Agricultural Prize; the Hope Grange Youth Mathematics Prize, established in memory of Ernest Russell in 1957; the American Legion Auxiliary Prize in U.S. History; the Hadley Teachers' Association award to a future teacher; the P.T.A. Commercial prize; and the Joseph and Salome Kushi Science Award.

The most coveted and the most valuable prizes of all are the ones awarded by the trustees. In 1957, the trustees established a \$1,000 scholarship to be awarded over a four-year period to a student who planned to continue his education and was found to be the most deserving in promise and ability. In 1960, the trustees established a second \$1,000 scholarship under the same conditions. As mentioned earlier, the trustees, since 1959, have also awarded a \$250 scholarship each year in memory of William P. Ryan.

Throughout the long association of the trustees and the school committee there has always been an attempt on the part of the trustees to cooperate in every way possible for the good of the academy. The trustees are looking forward to continued good relations with the present Hadley School Committee: Chairman Patrick D. Kelleher, Sebastian Chunglo, Edward Wanczyk, John Kelley, and Mrs. Doris Logan.

In speaking to the alumni on August 1, 1901, John C. Hammond made these remarks: "For more than two centuries Hopkins Academy has filled the place of a high school for this town. Its funds, though small, have been carefully and judicially administered, and have permanently maintained a school the rank and dignity of which has been and is respected everywhere. Let us all hope that through long ages to come it may continue to be of equal and increasing benefit to the sons and daughters of Hadley."

In 1890, when Dr. Rowland Ayres completed his history of the

TRUSTEES

academy, he included an inventory of the assets of the trustees as of November 27, 1889. Ten parcels of real estate in Hadley, on Mount Holyoke, and in Chicago were listed with their respective values. The real estate was inventoried at \$53,025. The trustees also held five mortgages and ten shares of stock. The total assets had an estimated value of \$57,325.

Since that inventory was published, the trustees sold most of their real estate; they purchased the Bonney property for the academy in 1909; they built a house in 1912 and a garage in 1924 for the principal; they renovated the cottage for use by the household-arts department in 1914; they extensively renovated and enlarged the gymnasium in 1929 and 1939; they purchased a portable building in 1929 to help house the increased enrollment at the academy; they added a new typing room to the Bonney building in 1940; and in 1954 they gave to the town of Hadley title to land owned by the trustees of Hopkins Academy and carried on their books at a value of \$52,332.82, the same value that was first assigned to the property in 1939.

In the period from 1903, when the school committee assumed control of the academy, to 1933, the trustees gave to the town more than \$75,000 in annual payments to assist with the expenses of the academy. And during the same period the trustees expended more than \$60,000 for plant improvements and maintenance. From 1934 to 1963, they spent more than \$76,000 on the plant, making a total of more than \$136,000 for plant improvement and expansion.

For many years the school committee and the trustees have shared the cost of the diplomas at graduation. This item alone has cost the trustees over \$2,000 since 1903.

Since 1940 the trustees have awarded prizes amounting to more than \$4,000.

As the value of the assets of the Hopkins Fund increased, the

HOPKINS ACADEMY & THE HOPKINS FUND

trustees sought the best means of distributing the income from the fund. In the last nine years, more than \$6,000 has been used to purchase books and equipment for the library.

The most recent project of the trustees is the granting of three scholarships annually at commencement, and since 1958 they have awarded \$6,600 in scholarship aid.

Every resident of Hadley, whether a Hopkins Academy graduate or not, profits directly from the expenditures of the trustees, who have been instrumental in providing additional facilities and advantages for the academy students that could not be provided by a town of Hadley's size without substantially increasing the tax rate.

In 1964, the trustees own only two parcels of real estate, the principal's house and garage and the site of the original corn mill, and a good portfolio of investments that provides the income for all the valuable projects previously enumerated. In spite of all these expenditures and the substantial gift of property to the town in 1954, the present book value of the assets of the trustees of Hopkins Academy is approximately \$160,775, almost triple the value listed in 1889. At today's market, the fund is estimated to be worth approximately a quarter of a million dollars.

It would be a source of great satisfaction to all former trustees to know that the original legacy of £308 from Edward Hopkins in 1657, with modest additions in the seventeenth century and more substantial ones in the twentieth century, has stood the test of time, has weathered depressions, recessions, and wars, and continues to provide encouragement in these "foreign plantations for the breeding of hopeful youths" of this generation "for the public service of the country in future times."

Hail! Hopkins, Hail!

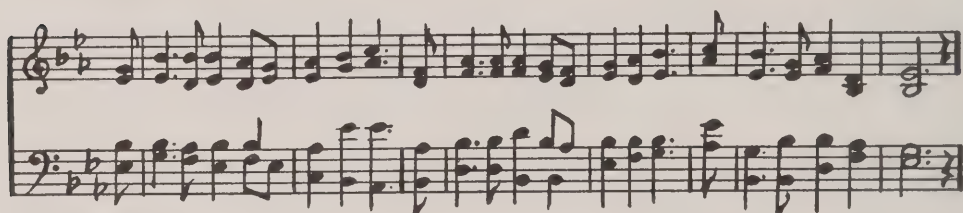
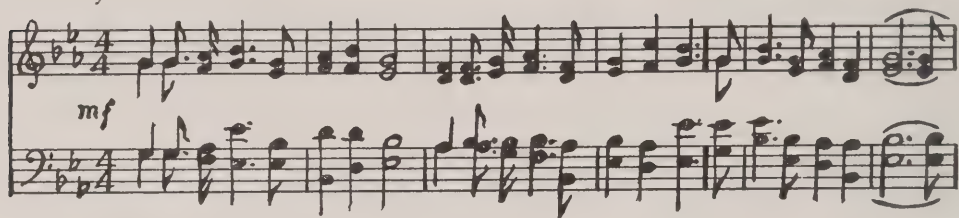


Palmam qui meruit ferat

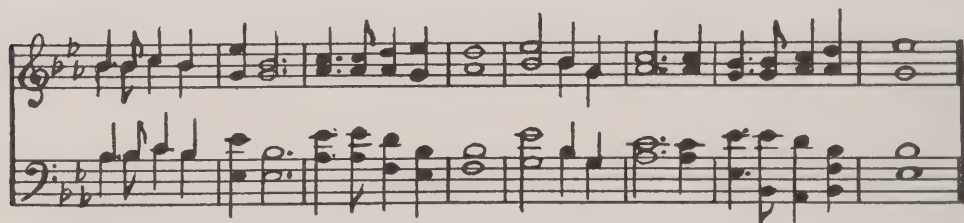
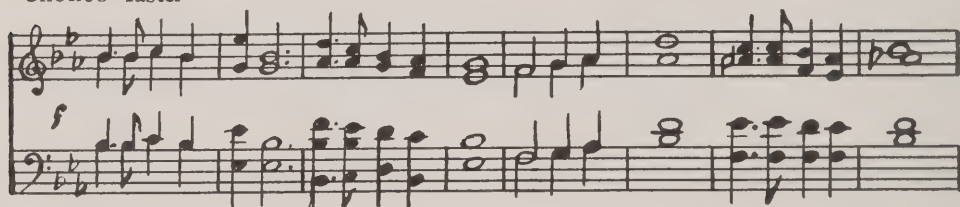
Hail! Hopkins, Hail!

Words by Clarence Hawkes

Music by Thomas Charnbury



CHORUS—faster



Rearranged 1909

Hail! Hopkins, Hail!

Close by the woods a hamlet grew,
Under her care Young Hopkins drew
The children of the vale.
Along the trail the red man prowled,
Across the fields the gray wolf howled,
Yet Hopkins did not fail.

CHO.—Hail to dear old Hopkins, alma mater grand.
Hail! Hopkins, Hail! Ever may she stand.
Hail to dear old Hopkins, sons and daughters true.
Hail! Hopkins, Hail! Our praise we give to you.

Out of the South her pupils came,
Far from the North her honored name
Brought sons and daughters fair.
Faithful to her, to duty true,
Under her wings they lived and grew,
And thrived beneath her care.

Come North, come South, come East, come West,
All ye who love old Hopkins best,
And let us here join hands.
For there's no spot in beauty's realms
So fair as 'neath Old Hadley's elms
Where our dear Hopkins stands.

Clarence Hawkes

The "Blind Poet of Hadley," Clarence Hawkes, was born in Goshen in December 1869, but made his home in Hadley in the later years of his life. As a youth he suffered grave physical injuries; at the age of nine one leg was amputated, and four years later he was blinded when accidentally shot in the eyes. Nevertheless, he entered Perkins Institute at fifteen and graduated at nineteen. The succeeding years were those of fruitful literary activity; during his life he wrote almost one hundred books and thousands of poems and essays. Mr. Hawkes honored Hopkins Academy by writing two school songs: "Hopkins, My Hopkins" and "Hail! Hopkins, Hail!" He died in 1954.

Thomas Charmbury

Supervisor of Music in the schools of Hadley from 1891 to 1904, Thomas Charmbury, a native of Trowbridge, England, composed the music for the Hopkins Academy school song. Former students of Mr. Charmbury recall that he was a fine musician, interested in having the children of Hadley recognize and enjoy good music. His son, Walter, born in Amherst in 1887, became an outstanding American concert pianist, teacher, and accompanist; he made his debut in London in 1922 and appeared in Paris the following year; and he toured the United States and Canada as the accompanist for the well-known singers, Johanna Gadski and Louisa Edvina.

Epilogue

ALL who have been associated with Hopkins Academy can be justly proud of its accomplishments during its three-hundred-year history. Chronologically, Hopkins Academy is the fifth oldest school in continuous existence in Massachusetts, the seventh oldest in New England, and it may well rank among the first ten in the entire United States. A list of the early schools follows:

- 1635 Boston Latin School
- 1636 Harvard College
- 1638 Hartford Public High School
- 1642 Cambridge Latin School
- 1645 Roxbury Latin School
- 1660 Hopkins Grammar School, New Haven Connecticut
- 1664 Hopkins Academy

Of the seven schools listed, five were beneficiaries of the Hopkins legacy; the only ones that did not benefit from the Hopkins will were the Boston and Roxbury Latin Schools.

Although Hopkins Academy has been the public high school in Hadley for almost one hundred years, it still retains several distinctive private-school characteristics. Its name suggests a private school. The availability of a residence on the grounds for the exclusive use of the principal and his family is another characteristic of the private school. And the existence of a board of trustees is a third distinctive mark of a private school. Through the years, the best aspects of the private school have been retained or modified to provide the best possible public high-school education for the youth of the community.

The school has survived the storms of the past and the future

HOPKINS ACADEMY & THE HOPKINS FUND

of Hopkins Academy looks bright, giving promise of even better days to come.

The expansion of the town water system has opened up new areas for industry, housing developments, and shopping centers. The Kollmorgen Optical Company of Northampton recently erected a modern testing building in Hadley. New residential areas are being developed in several sections, and two shopping centers are in the planning stage. Where once there was apprehension and fear about the future of Hadley brought on by the introduction of homogenized tobacco in 1955 in an area where perfection in tobacco plants was the only accepted goal, there is now unfolding in Hadley a changing agricultural picture filled with the promise of better days for the community. Many of the fertile fields are no longer growing choice Havana tobacco, having recently been converted into very desirable house lots. Hadley's newest and perhaps its most valuable crop is the youth of the new residents of the community. Hadley, rapidly becoming a residential town for people working in Northampton and Amherst, welcomes the addition of new blood, new ideas, and a new spirit that will soon be reflected among the students of the new generation of Hopkins Academy.

While still retaining the best of the old traditions, Hopkins Academy eagerly stands at the threshold of the fourth century with open arms to greet the new children of Hadley who will, it is hoped, follow the example of their predecessors in preparing themselves for service to their country in future times.

Even as this history is being completed, one more Hopkins student is carrying on a venerable tradition. In September, James Rytuba will continue his education at Amherst College, where the ties that bind are long and strong.

Inevitably, a more populous Hadley will demand an increased

EPILOGUE

physical plant, a larger faculty, and perhaps an even more diversified curriculum at Hopkins Academy. Those of the present can rest assured that the graduates of the future will be ever mindful of the great legacy of Edward Hopkins to a town he never knew, and of the determination of William Goodwin to give to Hadley the beginnings of a rich and valuable heritage that has increased in value and in scope since its inception in the latter half of the seventeenth century.

IN MEMORIAM

WORLD WAR I

CLARENCE J. GALE, 1913

WORLD WAR II

EDWARD J. CHMURA, 1937

WILLIAM J. COFFEY, 1925

ANTHONY L. GANSIS, *ex*-1937

WILLIAM GANSIS, 1934

W. FRANK KEEFE, 1924

THOMAS J. MATUSKO, 1933

JOHN A. STANLEY, *ex*-1939

EDWARD F. ZALOT, 1941

WALTER ZYGMONT, *ex*-1940

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Judge Simeon Baldwin to J[ohn] C. Hammond. August 29, 1894.

Will N. Doane to the Dwyer Family. Jan. 11, 1961.

M. E. Dwight to Clifton Johnson. August 26, 1901.

R[obert] A. Franks (office of Andrew Carnegie) to F. H. Smith. April 5, 1901, and May 2, 1901.

John C. Hammond to M. F. Dickinson, Esq. January 21, 1909.

Alfred Hills (Braintree, England) to the Mayor of Hartford. May 4, 1931.

Henry Newman to Reverend Mr. John Leverett, President of Harvard University. 26 June 1710, 22 January 1712/3, and 16th July, 1722.

Henry Newman to J. W. [John White], Treasurer of Harvard College. Oct. 3d, 1717, and Jan. 19, 1718/19.

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Appendix A

AN INVENTORY OF GOVERNOR HOPKINS' HOUSEHOLD EQUIPMENT AND PERSONAL GOODS

Hartford in

canecticote

A true and perfect Inventory of the goods and chattels
formerly belonging to Edward Hopkins Esqr apprizd by
us whose names are underwritten this day

In the Haule on[e] drawing table	01-00-00
Fiv ioy ⁿ ¹ stooles 20 <i>d.</i> per [stool] at	00-08-04
A table belonging to his clossett	00-10-00
1 cubbord with 2 bedsteds and cords	01-03-04
In the litle Haule chamber	
two window cushins 14 <i>s.</i> ; 6 turky wrought chaires	03-14-00
one Elbow chaire with a covering	00-13-00
one ioy ⁿ stool 8 <i>s.</i>	00-08-00
on chair 12 <i>s.</i> ; 3 peecis wrought for cushins 1 <i>s.</i>	01-02-00 ²
One chaire with Elbow without a cover	00-06-00
2 locks and keyes for chests	00-04-00
6 hinges 2 <i>s.</i> ; 1 flagg bottom chair 1 <i>s.</i> 6 <i>d.</i>	00-03-06
2 bl[ack] ³ cloakes 3 ^{<i>li</i>} ; one suit of broad cloth 2 ^{<i>li</i>} 10 <i>s.</i>	05-10-00
on bl[ack] sattin dublitt; 1 pair of bl[ack] cloth breiches	03-00-00
two broad cloath cloakes	06-10-00
on carpitt and cubbard cloth and coverlitt	03-05-00
one yello rugg 1 ^{<i>li</i>} 2 <i>s.</i> ; 1 pair of yello curtains 35 <i>s.</i>	02-17-00
on old yelo blankett 4 <i>s.</i> ; 1 green rugg 1 ^{<i>li</i>} 10 <i>s.</i>	01-14-00
4 feather pillowes 14 <i>s.</i> ; 1 feather bolster 18 <i>s.</i>	01-12-00

1. A ioyⁿ (joined) stool was made of parts joined or fitted together by a skilled cabinet-maker, as distinguished from one more clumsily made.

2. These items do not check with the total price.

3. "bl" may stand either for *black* or *blue*, but black was a more common color for gentlemen than blue. Blue was the shade generally worn by inmates of charitable institutions. Further down the inventory there is listed a "bl" cow. Blue cows are almost as rare as purple cows.

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2 feather beds	08-10-00
on smale flock ⁴ bed 6s.8d.; 1 pair curtains 24s.	01-10-08
one bed stead cords and curtain rode	00-16-00
5 peecis of hanging at	05-00-00
2 pairs of cobiorns; ⁵ 2 fier shovels; 2 pairs of tongs	02-00-00
one looking glass 4s.; a peece of green cloth 12d.	00-05-00
on old beaver hatt 15s.; 7 cushins 10[s]. 6[d]	01-05-06
a chest of drawers 30s.; 1 towell with blew 4s.	01-14-00
one diaper ⁶ towell 2s.; one plaine towell 3s.6d.	00-05-06
one pillow beir with an open seam	00-03-00
3 pillow beires 7s.; 2 hollan[d] cubbard clothes 5s.	00-12-00
one table cloth and one cubbard cloth	01-04-00
one old diaper table cloth	00-04-06
3 old diaper napkins 3s.; 3 diaper napkins 7[s.]6[d.]	00-10-06
4 cotton and linnen napkins 5s.; 4 old napkins 2s.	00-07-00
2 dussen and 2 napkins	02-08-00
4 table clothes 15s.6d.; 2 pairs of sheetes 40s.	02-15-06
one old table cloth at	00-04-06
on table cloth 2s.6d.; 6 old sheetes 20s.	01-02-06
one pair of old sheets 9s.; 1 sheet 5s.; 1 pair of sheets 11s.	01-05-00
one brass ketl 20s.; one brass posnett ⁷ 6s.	01-06-00
one brass scummer 2[s.]6[d.]; on peece of copper 12d.	00-03-06
one brass ladle 16d.; one warming pan 6s.	00-07-04
one pair of skoales [scales] and weights 20s.; on smoothing iorn 18s.	01-01-06
74 peecis of pewter being 137 ^{li} and 20 ouncis 16d.	09-16-10
on flagon 6s.; 1 quart pott 2[s.]6[d.]; 1 chamber pott 4s.	00-12-06
2 peecis of old pewter 18d.; 1 seamsters desk 2s.	00-03-06
one brass chafing dish 5s. one pair of candlesticks 6s.	00-11-00

4. The coarse tufts and refuse of wool used in stuffing beds and mattresses was called "flock."

5. Andirons; the iron on which the spit is supported.

6. Diaper cloth was a linen fabric woven with a small and simple pattern formed by different directions of the thread with different reflections of light from its surface. The design consisted of lines crossing diamond-wise.

7. An iron pot (with handle and three feet) used in cooking; frequently a saucepan or a "porringer."

APPENDIX A

two pair of candlesticks 7s. and one old salt 12 <i>d.</i>	00-08-00
2 tin cullinders 2s.8 <i>d.</i> ; one old chamber pott 12 <i>d.</i>	00-03-08
one clock and weights 20s. and one pair of brass snuffers 6 <i>d.</i>	01-00-06
one bell 3s.; one chaffing dish 12 <i>d.</i> ; one Red rugg and one old blankett 5 <i>d.</i> ; one peece of trucking cloth ⁸ 8 <i>d.</i>	00-17-00
35 yards of clock lyne 4s.; one peece tand leather 8s.	00-12-00
on grater and a grayner ⁹ 2[s.]8[i <i>d.</i>]; one quilted coat and a flax 10[s.]8[i <i>d.</i>]	00-13-04
one pair of bellows 2s.	00-02-00
Indian glasses and muscls ¹⁰	00-04-00
21 old match lock muskitts	05-00-00
his library and books in Mr. Higgisons hands	15-00-00
2 fier lock peecis 30s.; 2 pistols 20s.	02-10-00
2 iorn pots 16s.	00-16-00
on bed stead 6[s.]8[i <i>d.</i>]; on cubbard for books 16[s.]	01-02-08
one fourme ¹¹ 4s.; on iorn bownde trunck 20s.	01-04-00
one wollitt of bullits at	01-15-00
chaines; old iron; pitchforks; axes and other lumber	02-10-00
one lead half hundred weight	00-12-00
4 old sacks 5s.; 1 sive; 1 half peck 16 <i>d.</i>	00-06-04
one brass mortar and pesle at	00-10-00
Indian trayes and dishes	00-10-00
2 stooles and chaires of old leather	00-06-00
one flock bolster with a letter back	00-05-00
one old velvitt sadle 10s.; 2 pailles 2[s.]6[i <i>d.</i>]	00-12-06
one old bear skin 3s.; 4 peecis of dornix ¹² 28s	01-11-00
one canvis twill 5s.; 6 blew dishes and 3 glass plates 5s.	00-10-00
3 brishes [brushes] 3s.; 4 curtaynes and 4 rods 15s.	00-18-00
5 Dussen of curtayn rings	00-01-08

8. Trucking or "truckey" cloth was goods of a common or inferior grade.

9. A rasp or rough instrument for grinding was called a grater. A grainer was a tanner's knife for stripping the hair from skins.

10. Probably glassware and wampum used in the Indian trade.

11. A seat or a couch.

12. Dornick is the name of a Flemish town applied to certain fabrics originally manufactured there. Cloth was relatively costly because it was heavily taxed.

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dornix for hangings	04-00-00
on bead steade cord and covering 14s.	00-14-00
3 pair of tramels ¹³ 5s.; one pair of can hoocks	00-07-00
one gridiorn 3s.; one pair of tongs, slice and dripping pan, iorn plate 13s.	00-16-00
one iack chaine; 2 iorn spits	01-10-00
one pair of cobiorins 19s.; 1 trevitt ¹⁴ 6[s.]8[d.]; 1 still 20s.	02-05-08
one copper 4 ^{li} ; old tubb 6s.	04-06-00
1 dripping pan 4s.; 1 great tubb 8s.	00-12-00
one long tubb 7s.; 1 litle table 5s.	00-12-00
one bl[ack] cow at	02-10-00
on cow at	03-13-04
on old cart, coulter wedges ¹⁵ ; peas hoocks and other old iorn	01-13-00
his howsings and lands in Hartford and Weathersfield valiwed at	629-00-00
one peece of hangings 20s.; 1 ston mortar 2s.	001-02-00
one Iorn candlestick 5s.; one silver salt and 2 silver spoones 2 ^{li}	002-05-00
a box of drawers at	000-18-00
2 sheetes of Leade at	008-00-00
on kowe at kirbies	004-00-00
In chattell at 12 and six miles Iland	020-00-00
Some is	808 ^{li} 10 ^s 02 ^d
In debts owing by severall persons to the) estate many of them being hazardus)	583-13-04
Besides the Negar	1392-03-04
Debts owing by the Estate - - - -	

John Webster
Nathaniell Ward
John Barnard

13. A trammel was a type of pot hook.

14. A trewet was an iron rest for a pot or kettle over the fire.

15. A coulter wedge was an iron fixed in front of the share of a plow. It made a vertical cut in the soil which was then sliced horizontally by the share.

APPENDIX A

INVENTORY OF MR. HOPKINS' ESTATE IN WETHERSFELD EXHIBITED AT THE GENERALL COURT OCTOBER 7, 1658

by vartu of an order from the Generall Court the townes men have taken an invintory of Mr Hopkins Estate in weathersfeld as followth that 14 acers and $\frac{1}{2}$ in the Great Meddo and

weat sweamp	48 ^{li} 00 ^s 00 ^d
2 acre and 3 Rouds in Bever Med[dow] ¹⁶	06 00 00
Land in the dri swompe	10 00 00
Upland in the west feld: 54 acers	10 00 00
Lands on the est side of the Great River 264 acers ¹⁷	10 00 00
6 acers in the wet swamp	00 12 00
	<hr/>
	084 12 00

the Towens men

Tho: Curtis
John Nott
Tho: Standish
Samuel Bowmen
John Killane

16. The clerk crowded his letters as he approached the line of tabulated figures so that this name is uncertain.

17. A line has been drawn through the figures 64 and the word "acers," but £10 would be disproportionate value for 2 acres of land. It would seem that this line is due to accident or error.

Appendix B

MESSRS. DAVENPORT AND GOODWIN'S AGREEMENT, APRIL 30, 1664

"Be it known to all men, that whereas the worshipful Edward Hopkins Esq. a faithful servant of the Lord, and our honored friend, hath by his last will and testament (which is proved according to law in England, and demonstration thereof made to the General Court at Hartford in New England) given and bequeathed all his estate in New England (his debts and legacies there being first paid out of the same) together with £500 that are to come from Old England after the decease of Mrs. Hopkins unto Theophilus Eaton Esq. John Davenport Senr. Pastor of the Church of Christ in New Haven, Capt. John Cullick and Mr. William Goodwin sometime of Hartford, since of Boston and Hadley in the Colony of Massachusetts in New England; confiding in their faithfulness for their improvement of the same toward the education of youth in good literature for the service of Christ in these foreign parts. We therefore the said John Davenport and William Goodwin (being the only survivors of the said Trustees) for answering the trust committed to us by the last will and testament of our worthy honored friend, do order and dispose of the said estate as follows viz. The debts and legacies being paid, we do give to the town of Hartford the sum of 400£ of which Hills his farm shall be a part, at the same price at which it was sold by us, and the payment ready to be delivered if there had been no interruption, the rest of the 400£ in such debts or goods as we or our agents do meet; provided that this gift be improved according to the true intent of the donor viz for or towards the erecting and promoting of a grammar school at Hartford. Provided also that the General Court at Connecticut do grant and give to us the said Trustees a writing legally confirmed engaging that neither themselves will, nor any by from, or under them shall disturb or hinder us in our dispose, or in executing our dispose of the rest of the estate, which being done this gift is in all respects valid. We do also desire and request that the school house may be set upon the house lot which was lately in the oc-

APPENDIX B

cupation of Jeremy Addams, where our worthy friend did much desire and endeavor a school might be set. Further our desire is, that the management of the said estate at Hartford may be in the hands of Deacon Edw. Stebbing, Lt. Tho. Bull and their assigns.

We do further order and appoint that the rest of Mr. Hopkins his estate, both that which is in New England and the 500£ which is to come from Old England when it shall become due to us, after Mrs. Hopkins her decease be all of it equally divided between the towns of New Haven and Hadley, to be in each of those towns respectively managed and improved for and towards the erecting and maintaining of a Grammar School in each of them. And the management thereof to be in the hands of our assigns, which are for that at New Haven (for the present and so to continue except some other way be by us agreed on) the Town Court of New Haven, consisting of magistrates and deputies, together with the officers of the church at New Haven. And for that at Hadley John Russell Junr. Pastor to the church of Christ at Hadley, Lt. Samuel Smith, Andrew Bacon and Peter Tilton; These we the said John Davenport and William Goodwin do appoint, and constitute to be our Trustees, for ordering of the said estate and carrying on the work wherein it is to be employed each in their several towns respectively. Hereby committing to them and investing them with full power to act in the same in their several towns respectively; in all respects as ourselves, both in managing this trust themselves and in choosing successors from time to time, as they shall see meet, who, or the major part of whom, (or in case at any time the Rest of the Trustees be taken away before other be chosen) any of whom may and shall have full power to perfect and put in execution the pious end and intendment of the worthy donor. Yet reserving to ourselves while we live, the full power of a Negative vote for the hindrance of anything that may cross that end.

Only provided that one hundred pounds shall be given and paid to Harvard College out of that half of the estate which Hadley hath, which also is to be ordered as we or our Assigns shall judge most conducive to the end intended by the Honorable Donor.

Hereunto as our last order dispose and determination touching the said estate we have set our hands and seals.

HOPKINS ACADEMY & THE HOPKINS FUND

Hadley April 30th 1664 in the presence of us

Henry Clarke
Nathaniel Dickinson Sen.

William Goodwin and Seal.
John Davenport Senr and Seal.

Newhaven 8 3d 1664

Signed and sealed by the Reverend
Mr. John Davenport in the presence of us.

William Jones
John Davenport Jun.

This is a true Copy of the Instru-
ment made by Mr. Davenport and
Mr. Goodwin for the disposition of
Mr. Hopkins his estate Committed
to them.

Sept. 23 1672
Henry Clark
Commissioner
John Hubbard
Constable

(A certified copy of this agreement can be found in the Judd manu-
scripts at Forbes Library in Northampton, Mass. Item #12a.)

Appendix C

PUBLIC RECORD OFFICE COPY
(Pursuant to Statute 1 & 2 Vict., c. 94)
ENTRY BOOK OF DECREES & ORDERS (CHANCERY) 1710 A
fol. 166

(Hilary Term 1710/1)

A Attor Genal Queñ
Ld Keep Everardū Exton
 geñ Georgū Knighton
 et Rebeccā uñ ejus
 Patienc Fitch vid et
 Phillippī Coleman
 Defts

Mercurii 7 Marcii
This Cause comeing
to be heard & debated
on the 9th of July 1709
in ye presence of Co:
learned on both sides
& ye scope of the plts
Bill being to be paid

a Legacy of 500 £ & interest & to have the same disposed according to the will of Edward Hopkins deceased the plaintiffs by their bill charging that Edward Hopkins by his will dated the 7 of March 1657 devised the residue of his estate in New England (after payment of several legacies) unto Theophilus Eaton John Davenport John Culloch and William Goodwin upon trust for the breeding up of youth in the way of learning for the publick service of the Country in future times & also devised the sum of 500 £ to be remitted out of his Estate in England into New England within 6 months after the death of Ann his wife according to the advice of Robert Thomson and Francis Willoughby into the hands of the said Trustees in further prosecution of the said publick service of the Country & devised Henry Dally his Manner or Farme of Thickol in the County of Essex for payment of all his debts & Legacys and made him sole Executor & residuary Legatee and dyed possessed of a considerable reall and personall Estate and the said Dally entered upon and possessed himself thereof & on the 30th of July 1665 made his will & thereof the Defendant Exton Executor and after payment of his debts and legacies devised the remainder of his estate as the same could begott in to be laid out and settled on some

HOPKINS ACADEMY & THE HOPKINS FUND

real estate for the maintenance of his two sisters Elizabeth Nowell and the Def Patience Fitch and their children in manner therein mentioned and willed that such purchase should be lyable to the payment of the legacies charged by the said Edward Hopkins will on him the said Dally that the defendant Exton proved the said Dallys will and possessed his Estate sufficient to pay all his debts but refused to pay said legacy of 500 £ which became due on the 10th of June 1700: the said Ann the Testator Hopkins his wife dying on the 10th of December 1699: and the Defendant Exton by his answer admitting that the said Edward Hopkins made his will and Henry Dally Executor thereof and that Dally proved the same and made his will and him the defendant Exton Executor thereof and that he had proved the same and that Ann Hopkins died and that the legacy of 500 £ became payable as in the Bill but believed that after all just allowances made had not assets sufficient to pay the said 500 £ legacy and the Defendant Knighton & his wife Fitch and Coleman by their answer insisting that they were entitled to 2 debts due from the Estate of Hopkins to the Estate of Dally one for 56 ton of salt besides the freight and seamans wages & the other for 7 horses at 14 £ per horse and that they ought to be paid those debts. It was then ordered & decreed that it should be referred to Master Gery to take an account of the assets of the said Edward Hopkins Estate (lyable to the said 500 £) which came to the hands of the said Henry Dally or to the hands of any other person for his use and likewise an account of such debts as were remaining due from the said Hopkins to the said Dallys Estate and if upon the account it should appear that there were assets of the said Hopkins estate come to the said Dallys hands sufficient to pay the said 500 £ legacy then it was ordered and decreed that the Defendant Exton should come to an account before the said Master for the assets of the said Dally which had come to his hands or to the hands of any other for his use and it was further ordered and decreed that the estate of the said Dally which should appear to have come to the said defendant Extons hands should be applied to answer and make good the said 500 £ legacy soe far as the assets of Hopkins which came to Dallys hands were liable to the payment thereof and in case the said 500 £ should be recovered it was ordered and decreed that the same should be paid and applied to the

APPENDIX C

schoole or colledge in New England for the breeding up of Schoollers there in the studdy of Divinity according to the will of the said Edward Hopkins and in order thereto the Master was to examine witnesses or write to New England to be informed whether there was such a schoole or colledge there and if not what other schoole or colledge was there and on what purposes founded and to state to this court how he finds the same and thereupon such further order should be made as should be just and the consideration of interests for the said 500 £ was thereby reserved till after the report made but the Master was to tax all parties their costs which were to be paid them out of the said Hopkins Estate and said the said Master having pursuant to the said order made his report dated the 10th of Febry last and thereby certified that the Defendant Exton admits assets sufficient to pay the testators debts and legacies and that there was about 60 or 70 years agoe and now is a schoole and colledge at Cambridge in New England called Harvard Colledge and that about 10 years since there was an addicionall building made contiguous to the same and called Houghton Colledge and this cause coming this present day to be further heard upon the said Masters report before the Rt. Hoble the Ld Kep etc. in the presence of Co: (Counsell) learned on both sides upon opening and debate of the matter and hearing the Masters report the decreetall order and the will of the said Edward Hopkins read and what could be alleadged by Co: (Counsell) on all sides His Ldsp (Lordship) doth think fit and so order and decree that the Defendant Exton do within 3 months bring before the said Master the said sum of 500 £ with interest for the same at the rate of 5 li percentum per annum from 6 months after the death of the said Anne Hopkins but if the said Defendant Exton shall not bring the said sum of 500 £ with such interest as aforesaid before the said Master within 3 months then he is to pay 6 li percentum per annum for the said sum of 500 £ and when the said money shall be so brought before the said Master it is so ordered and decreed that the same be by the approbation of the said Master laid out in the purchase of lands in New England in the names of the corporation for the propagation of the Gospel but the trust is to be declared in the deeds to be for the benefit of the college and grammar schoole at Cambridge in New England according to the several proportions they shall be entitled unto

HOPKINS ACADEMY & THE HOPKINS FUND

and the parties concerned are to attend Master Attorney General who is to consider and certify what he thinks proper to be for the benefit of the college and what for the benefit of the schoole and in the meantime until a purchase can be found out the said money is to be placed out at interest on government security for the benefit of the said charity and the said Master is to proceed to tax and carry on the costs according to the former order.

/s/ E. G.

I certify that the foregoing is a true and authentic copy.

/s/ R. Douglas Trimmer

Assistant Keeper of the Public Records

19 May 1894

Appendix D

PUBLIC RECORD OFFICE COPY
(Pursuant to Statute 1 & 2 Vict., c. 94)
Entry Book of Decrees & Orders (Chancery) 1712 A
[Hilary Term 1712/3]
fol. 310

A	Attorney General Dñe Rñe	Jovis 29 January
Master	ex relaçon Societat de	Whereas by an
Gery	Promovend̃ Evangeļ in	Order of the 20th
Roger	partibus Transmariñ	day of December last
Lovebond	Queř Everard̃ Exton	for the reasons
	Ař Geo: Knight et	therein contained
	Rebeccā uř ejus Patientiā	it was ordered
	Fitch & Phillipā Colman	that the report made
	Def̃tes	in this cause by
		Master Attorney General

dated the 18th day of January instant and all the [mres] and things therein contained should stand rattified and confirmed by the order authority and Decree of this Court to be observed & performed by all parties thereto according to the tenor and true meaning thereof unless the parties concerned having notice thereof should within 8 days after such notice shew unto this Court good cause to the contrary how upon opening of this [mra] this present day unto this Court by Master Cowper being of ye plaintiffs Counsell. It was alleged that one notice was given of the said order to all parties except the President and Fellowes of Harvard College in Cambridge in New England as by affidavit appears and that no exceptions are taken to the said Master Attorney General's report as by the Registrars Certificate appears. It was therefore prayed that the said order may be absolute which is ordered accordingly Master Melmoth of Counsell for the said President and Fellowes of the said Colledge consenting thereto.

/S/ E. G.

I certify that the foregoing is a true and authentic copy.

/S/ R. Douglas Trimmer
Assistant Keeper of the Public Records
19 May 1894

Appendix E

THIS LETTER WAS ADDRESSED TO THE REVEREND MR. JOHN LEVERETT, PRESIDENT OF HARVARD COLLEGE AT CAMBRIDGE, IN NEW ENGLAND.

Reverend Sir

Whitehall. 25th June. 1710.

M^r. Exton having shuffled thro' all the tricks for delaying his Answer, last Saturday he was oblig'd to attend M^r. Gery the Master in Chancery with all his objections to y^e. Masters Report as it was drawn up by our Solicitor M^r. Coxe, pursuant to the Allegations we had made out on our side: and both sides being heard M^r. Gery gave directions for drawing up his Report and has promised to give it in this Term, and care will be taken to get my Ld. Chancell^r.s Decree if possible before the Seal for this Term are over in consideration of M^r. Extons Age and his unreasonable Delays hitherto.

As to Publick Affairs here I had rather refer you to M^r. Burnard rather than entertain you with a Melancholy Story of the great Torment we are fallen into hence I Sa-
chwerells Trials y^e. of y^e. Peace of the whole kingdom is not a little endangered, and I wish I could say that the Allies themselves are affected with it, as it will affect y^e. I say that Gr^o. Brit. has in y^e. Grand Alliance. No man is wise enough to foresee which way things will turn as yet, but so restle are some Men to get into the Saddle that they seem to make light of the Reign of the Kingdom so they may advance themselves. I don't care to say what I think on this head, but hope your Prayers with those of other good Men will prevail that God would direct the Queen Your cousin wisely to Govern this Great People.

I have sent a Copy of the Trial to the Governours which he will communicate to you; you will pardon the Motion I am now going to make if it being proper for y^e. Station you are now, does it not seem proper if not absolutely necessary that you sh^d. communicate in some profession either of Law or Divinity. whether you'll give me leave to put either of y^e. Universitys upon Complementing you with that Degree? or that you'll accept of it from y^e. Arch. Bp. of Cant. as Metropolitan of all England whose Diploma can be had at less Charge than that of either of y^e. Universitys. I
Mr. Leverett

I forgot in my last to tell you that I have enquired after M^r. Rob^t. S. Amers
Legacy of 500. and mett with 2 of y^e. present Trustees who assured me that
it will not be due till about 50. years hence But no doubt you will think it
proper to give direction once in 15 or 20. Years to enquire y^e. Names of y^e.
Trustees for executing this rather charitable Request of M^r. Thamer;

Those appointed in his Will were Bennell Swayne, Isaac Watts,
Thomas Hollis and Isaac Brackston with a power to y^e. Surviving Trus-
tees of choosing other Trustees till the Charities shall be all executed,
M^r. Swayne is Dead and M^r. John Hollis Bro^r. to Thomas succeeds
him as a Trustee. I compar'd y^e. abstract you sent me out of y^e. Register
I found y^e. Words agreeing with his Will only you omitted y^e. Date of his
Will which was 31st. May. 1690. The Will was proved first by in y^e. Probog-
-ative Court at London and afterwards in y^e. Court of Chancery. M^r.
Thomas Hollis one of y^e. Trustees at wth. Croft Daggers in y^e. Little Mi-
-nories, desires his Will may be enquired for after his Decease.

I have sent Eusebius's Ecclesiastical History by M^r. Bernard as a
Benefaction from Nunstam Churchil Esq^r. to y^e. Library & I don't doubt
but you'll send me your particuler Thanks by W^{ch}. I hope to procure a-
nother Benefaction from him, who is one of y^e. Greatest Booksellers
in Eng^l. The Pamphlets accompanying it will give you
an Acc^t. of our Ch. Schools and shall be yearly sent to you.

I pray God to prosper the College under yo^r. administration &
remain with all possible respect—

Rev^d. S^r.

Your most obed^t. humble
Servant

11th. July 1710.

Henry Newman

Since writing y^e. above M^r. Eston has obtained from y^e. Master two other
appointm^{ts}. to hear objections but he has attended neither, the last of w^{ch} was
this afternoon, and y^e. Master has now promised to sign y^e. Report to
Morrow Morning if he does not then appear, a Copy of w^{ch} I have for-
-warded enclosed; M^r. Eston is above a Score Year Old & I fear the Chan-
-ges now on foot may affect my L^d. Ch^{ur}—r, therefore I will urge
all y^e. I can to issue it this Term. M^r. Bernard just now writes
to me that he leaves the Town to morrow Morn^g if I should not have time to
to write to M^r. W^m. Brattle & M^r. Flint p^{er} my Excuse one
till next I hope—

Rev^d & Dear Sir

Whitehall 22^d January 1712/3

I rec^d your favours of the 19 July and the 11 Novemb^r last. My L^d A. Bp^p of
York and Dr. Mapleton both very kindly accepted your Letters and desired me to return you their
humble Service, with an Assurance that you may depend on their good Offices in whatsoever may
be in their power to serve this College. Mr. Chamberlayn thanks you for your remembrance
of him and begs you would accept his most humble Service. I have been long impatient to —
give you an Account of this S^ue of our Suit in Chancery. But this the Attorney General has
been attended at least half a dozen times by all parties, and heard more than twenty times
by the Court and myself to make his report. We could not get it from him till the 18th
of last Month, and the 20th. I got a Motion made for it's being confirmed by my L^d Keeper —
which being the last day of Term before his Holidays it has costed him this Term. The Report
is now filed, — and all of us concerned have 8 days Notice to enter Exceptions if they —
have any And this day Seven night we hope to have it confirmed. But I cannot avoid
giving you some History of Our Delays before the Attorney General lest you think me Negligent
in my Duty; Mr. Dummer and I gave in a paper signed of the purport of N^o. 1 And
the Gentlemen of this Corporation attending the same time were ready to sign it if it were —
insisted on: Upon which the Attorney General told us he expected we should also give
our opinion about the Method of applying this Charity, whether in Bachelors fellowships
or Scholarships We told him that we hoped that would be left to the Corporation of the
College who being on the spot would be the best Judges, But he said he should not leave
it to them And therefore if we did not name some Method we must stand our grounds: The
named any that should not prove agreeable. Upon which I consulted all our Barons
Scholars in Town and drew up the Letter which you see N^o. 2 signed by all of us
Except Mr. Dummer who chose rather to signify his Consent by a separate Letter
by signing the Letter to the Attorney General for a particular reason at that time. I
should have been glad to be excused from drawing up this Scheme, but fearing the
Attorney General or L^d Keeper would have proscribed something ^{confident} less with the Conclusion
I was obliged to submit to the Court, and must do justice to those Gent^l. that furnished me
with hints for it. Mr. Lawkins first gave me the hint of encouraging Graduates
to reside at the College as what would tend much to raise the dignity of our Seminary,
and the very Reverend Dr. Bray gave me the ~~old~~ hint of a poundage towards —
towards, as what he had observed in some Colleges of great use, so those in ef-
main it will have his Approbation. When we had given in this, the Attorney —
General demanded the Consent of the Gentlemen of the Corporation and the Subscri-
M^r. Leverett.

80

and Secretary of the Society being present said, they did consent to it in their
 behalf. But the Attorney General said he would not be satisfied with that without
 an Authentick Act of the Corporation signifying their Consent. To which we were
 therefore constrained to procure and would till the End of long Vacation before we
 could see him again at his Chambers And then we delivered in our last Sentiments
 as you see N^o 3. to which his Report is affixed. Not to mention the times we attended
 in which we could not get one word with him by reason of the hurry of other Business
 before him; during this I was in no small pain for fear of some trouble from
 Connecticut before we could get it fixed, but very providentially they had sent their
 first power to Mr Dimmock who was already a party concerned in behalf of the
 School at Cambridge and had given his Consent under hand to the Division of the
 Clergy, so that his hands were in a manner tied; and since that I hear they have
 empowered another Gent^l in the West of England to insist upon their pretensions,
 But I hope we shall have it Decreed irrevocably before he knows where to begin
 his Application; Not that I believe he would get any thing by it, but he could not
 combat it, without putting the College to Expence as well as himself And I think
 the Account is already swelled too much. Many pounds as well as time might
 have been saved if the Society had at first thought fit to agree to what they do
 now, but there's no looking back in those Cases without regret: And since I can
 not obtain the Trust to be vested in the Corporation of the College, I hope they
 will not disapprove of my yielding to the Trustees agreed to, rather than
 prolong the Dispute at the Danger of consuming the very money we contended for.

Thus Dear Wth President I have Endeavoured to lay before you and our
 Excellent Corporation an Account of the progress of this Affair which I hope is
 now near being determined.

I have only room to add my most hearty wishes for the success & glory
 of our Growing Seminary under their and your Administration, and that
 Religion and Learning may have such an Establishment among you that both
 our Aspiring University here may not disdain to call you Sister. I cannot but
 begone Friends that I may never disparage my Native Country And hope
 I shall always approve my self as

Hon^d & Dear Sir

You will please to accept of two or
 three Books which I shall put up
 for our Library in a Box to Mr. Bellin.

My Duty to the Corporation
 of the College.

Y^o most obliged humble Serv^t

Henry Newman

P.S. - As to publick affairs every thing seems to have a melancholy Aspect, and
 tending to Confusion unless Heaven interpose as it has often done to preserve
 this wretched & feeble Nation. We were once this Reign advanced in our Reputation
 above all the Nations of the Earth. The glory of the old Romans
 wither'd when it stood in competition with Ours, and every Nation resorted to
 us as Rats do a falling house, only those Vermine the French priests
 swam in many places as a presage of some Catastrophe at hand, just as it
 is. We are now bidding fair to be the Contempt of all the world, and if it
 were easier, it is not safe to assigne the reasons, only this may be
 observed that Heaven seems to have Suffer'd an infatuation to dispose
 it self this the Nation to chastize our ingratitude for the Consent of
 prosperity we lately lived under. Languages at Babel were perhaps
 not more confused than the affections and opinions of man kind are
 at this time in England. I hope God will at length hear of prayers
 of some good people among us for unity, Peace, & Concord. I
 once more beg yo^r prayers and remain.

Dear sir.

19th Jan. 1712

Yo^r Most obedient

Sir Capt. Holland going away without my leave above or indeed any other
 or my f^d! oblige me to send this
 after him to the Downs with this
 addition, that if Attorney Generals
 report is just now confirm'd in Chancery and I shall have my
 order of Court in Form as soon as possible. My wife
 says you will be looking out for a purchase, & give me
 as particular an Ac^t. as you can of it, for 5th Tho. Gery
 who has the money in his hands will not part with it till
 he is satisfy'd in the nature of purchase. I think to
 propose that the money be paid to the Corporation of
 W^m f^r W^m affiant is Gov^r and if it be by them remitted
 to W^m Sewall in Bills of Exchange unless I leave
 your order to the contrary. I am f^r W^m most obed^t serv^t
 H. Newman

APPENDIX G

Hopkins Academy REPORT OF THE SPECIAL COMMISSION



Hadley, Massachusetts
1909

HOPKINS ACADEMY & THE HOPKINS FUND

BOARD OF TRUSTEES, HOPKINS ACADEMY

John C. Hammond, Esq., President,	.	.	Northampton	1870
William P. Porter, Treasurer,	.	.	Springfield	1876
John N. Pierce,	.	.	Hadley	1877
Rev. J. W. Lane, Vice President,	.	.	North Hadley	1878
Baxter E. Bardwell,	.	.	Hadley	1885
Lyman D. Hammond,	.	.	Chicago	1890
John S. Barstow,	.	.	Hadley	1890
John W. Clark,	.	.	North Hadley	1895
Lewis W. West,	.	.	Hadley	1895
Frank H. Smith, M.D., Secretary,	.	.	"	1900
Francis S. Reynolds,	.	.	"	1903
Rufus M. Smith,	.	.	"	1903
R. Lyman Cook,	.	.	"	1906
Homer F. Cook,	.	.	"	1908
William Orr,	.	.	Springfield	1908

SPECIAL COMMISSION

William Orr, Principal, Central High School, Springfield.
 John M. Tyler, Professor at Amherst College.
 Rufus W. Stimson, Director Smith's School, Northampton.

HIGH SCHOOL FACULTY, 1908-09

Principal, Franklin E. Heald, A.M., Dartmouth College.
 Dora J. Dadmun, A.B., Boston University.
 Mary A. Cook, A.B., Smith College.
 Effie M. Spencer, A.B., Wellesley College.
 Christine Reece, Music Director.
 Lucile Gravestien, Drawing Instructor.

At a meeting of the Trustees of Hopkins Academy held Oct. 21, 1908, on motion of the Secretary it was voted that a special commission be asked to assume the task of considering the educational needs of the town and of recommending to this Board a plan for making the best

APPENDIX G

possible use of its funds in connection with the property about to be acquired.

Hopkins Academy,
Hadley, Mass., April 19, 1909

GENTLEMEN OF THE BOARD OF TRUSTEES:

Herewith submitted is the full report of the special commission appointed in accordance with your vote of last October. A synopsis of the report has already been put in your hands and the members of the commission have spoken before you upon the vital points.

Since you have approved of the general recommendations this report is intended to be in such form as to guide those who may carry out the plans.

The members consider that if these plans are well developed, Hopkins Academy will stand in a unique position in the matter of the completeness of the education it offers to the young people of Hadley.

Respectfully submitted,
FRANKLIN E. HEALD,
Secretary of the Commission.

THE RECORD OF THE MEETINGS OF THE COMMISSION

Nov. 7, 1908. Consideration of local and school statistics. Property examined. Problems stated. Organization and division of work.

Principal William Orr, of Central High School, Springfield, Chairman; to recommend on the Academic side of curriculum.

Dr. R. W. Stimson, Director of the Smith's School of Northampton, on practical subjects.

Prof. J. M. Tyler of Amherst College, on the physical culture and sanitary arrangements.

Dr. F. H. Smith, representing the Trustees.

Principal F. E. Heald, Secretary of Commission, representing the Academy.

Copies of all data to be submitted to the members before next meeting.

HOPKINS ACADEMY & THE HOPKINS FUND

Nov. 10, 1908. Principal William Orr sends tentative course on academic side.

Nov. 28, 1908. Discussion of points involved in the plan for academic course proposed by Mr. Orr. Relation to other parts of the program taken up.

Dec. 8, 1908. Dr. Stimson discusses the matter of practical subjects in an informal way. Agreed that all parts of the general recommendations should be presented to the Commission for its consideration before the next meeting.

Dec. 24, 1908. The secretary meets Principal Orr at Springfield. Academic program systematized, leaving periods to be filled by other branches of work. Copy sent to other members.

Jan. 5, 1909. Prof. J. M. Tyler sends in his recommendations.

Jan. 19, 1909. Meeting of full board. Dr. Stimson presents the practical courses in schedule form. Full discussion of the course and its relation to other courses. An agreement on general recommendations reached.

Voted that another meeting seems unnecessary and that the secretary be instructed to compile the recommendations for the Board of Trustees. The final report in detail is to be submitted to the members of the Commission for correction or further advice before its final presentation to the board.

DATA COLLECTED BY DR. F. H. SMITH AND PRIN. F. E. HEALD AND PRESENTED TO THE COMMISSION AT THEIR FIRST MEETING

EXHIBIT A

Population of Hadley, 1905 census,		1895
Valuation 1908 Assessment,		\$1,318,489.00
Tax levy, " " Real		
and personal,	\$19,521.29	
Tax levy, 1908 Assessment, Polls,	1,190.00	\$20,711.29
Hopkins Academy funds inventory		
something over \$105,000.		

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1907 report showed gross earnings	\$5,308.94	
and expenses of management, etc.,	460.83	
	<hr/>	
Amount available for school purposes		\$4,848.11
Trustees at present are contributing only \$2500.		
The town is at present appropriating		
for High School		\$500.00
The State aid on account of		
approved High School is		500.00
		<hr/>
Maximum amount available for High School,		\$5,848.11

The town's appropriation of \$500.00 was made to cover cost of free text books and supplies and expense of janitor and fuel.

It may reasonably be assumed that the town would continue to make its appropriation for the High School and possibly would increase it by the amount it will be called upon to pay for pupils now in the Smith's Agricultural School, provided a course of study is offered that would keep them in town. By resuming management of the school themselves the Trustees of the Academy would lose both town and state appropriations.

EXHIBIT B. SCHOOL POPULATION

Probably a nearly correct estimate of the High School population is obtained from the following summary of the grammar school graduates in the ten years ending 1907:

Total number in ten years, 220: 104 boys, 116 girls.

This would give an average of 22 each year and an average of 88 for the four years of high school age.

It may be interesting to see how these grammar school children availed themselves of their high school privileges.

56% of the boys and 58% of the girls entered the high school

39% " " " 51% " " " took second year work

20% " " " 40% " " " stayed in the third year

13.5% " " " 36.5% " " " finished the entire course

Social conditions are such that not more than 10% of the whole number can have been prevented from further schooling by poverty.

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The distribution of Polish children in our schools is as follows:

1906

Age	5	6	7	8	9	10	11	12	13	14	Totals
Polish	16	9	10	6	6	2	4	1	6	2	62
Enrollment	39	22	26	24	28	34	29	25	30	19	276

1907

Age	5	6	7	8	9	10	11	12	13	14	Totals
Polish	7	21	9	11	4	8	1	7	2	4	74
Enrollment	27	46	28	29	25	27	32	34	25	32	305

Birth records of town clerk show the following statistics taken for the years '82-'86, and the generation later, '03-'07:

	Parents born in America		Ireland		Canada		Germany		Poland	
	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
1882	7	5	10	6	4	4	0	1	0	0
1883	13	12	0	5	3	5	0	0	0	0
1884	7	13	6	1	2	4	0	1	1	0
1885	11	8	4	3	4	2	0	2	0	0
1886	13	8	3	0	1	2	0	1	0	0
	<u>51</u>	<u>46</u>	<u>23</u>	<u>15</u>	<u>14</u>	<u>17</u>	<u>0</u>	<u>5</u>	<u>1</u>	<u>0</u>

Total, 181. Average per year 36 1-5 including all nationalities.

“ “ “ 1-5 Polish parentage.

	Parents born in America		Ireland		Canada		Germany		Poland	
	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
1903	3	5	1	1	0	1	0	0	16	13
1904	6	7	3	2	0	0	0	0	19	12
1905	5	9	1	0	0	0	0	0	18	12
1906	7	7	0	1	0	0	0	1	17	12
1907	12	6	1	0	1	0	0	0	22	19
	<u>33</u>	<u>34</u>	<u>6</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>92</u>	<u>68</u>

1 English, 1 Swedish

Total 242. Average per year 48 2-5, including all nationalities.

“ “ “ 32 Polish parentage.

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EXHIBIT C. CLASSES 1904–1908. (Entering 1900–1904)

Entered	Total No.	Graduates			Non-graduates			% Graduated
		boys	girls	total	boys	girls	total	
1900	13	2	6	8	4	1	5	61
1901	6	3	1	4	1	1	2	67
1902	14	0	7	7	2	5	7	50
1903	17	*4	5	9	6	2	8	53
1904	9	1	2	3	4	2	6	33
Totals,	59	10	21	31	17	11	28	52.8

*One graduated at Williston.

	Total number	Graduated	% Graduated
Boys	27	10	37.2%
Girls	32	21	65.6%

Record of the above 31 graduates:

Entered a collegiate course	10
Commercial school and business	6
Normal school and teaching	4
Farming	3
House work	4
Store clerk	1
Trade: Skilled workman	1
Nurse: Still in course	1
Entered Smith School	1
Bound by Smith Fund	1
Total graduates in five years	31
Average graduates each year	6.16
Entered college, business or normal schools	20
Average per year	4

The above statistics are taken from the principal's scholarship record and do not include some few who remained in the school only a part term and did not receive a scholarship record.

EXHIBIT D

Record of pupils falling out of school, beginning with the class which entered in September, 1900:

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Entered another school	4
Entered Smith School (not above)	3
Commercial school	2
Art study and teacher	2
Trade: Skilled workman	3
Farmer in charge	8
Day farmer	3
Housekeeping	5
Learning a trade	2
Store clerk	2
Factory work	3
Day mechanic	3
Died	1
Bound by Smith Fund	8
Average number entering 1900 to 1904	11.8
“ “ graduating 1904 to 1908	6.16
“ “ dropping same classes	5.64
Number fallen out of upper classes now in school	13.

Examination of records shows that the average age of entering this school is slightly over fifteen years; that many of those who fall out are older; that many who fall out are deficient in rank; that while poor preparation or natural dullness seems to explain many cases, this is not a very large percentage. Many of the boys have been dropped or driven out as a result of discipline. Might the character of school work have anything to do with this?

Classes now in school.

Pupils who have fallen out.

Ent'd				1st yr.			2d yr.			3d yr.	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1905	2	3	5	0	0		1	1	2	0	0
1906	12	8	20	7	0	7	2	0	2		
1907	6	5	11	1	1	2					
1908				Just entered							

Total dropped, 11 boys, 2 girls; 84% of whom are boys.

Of 20 boys who entered with the three upper classes, 11 boys or 55% have dropped out, with an average of two years to go.

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Class of 1910, 12 boys entered, 9 boys or 75% fell out in two years.

EXHIBIT E. Facts about present high school membership

Pupils in H. S. proper, 14 boys and 27 girls, total 41.

Of the above 1 is a graduate, polishing college preparation.

“	“	“	1 boy and 2 girls are Seniors.
“	“	“	3 boys and 7 girls are Juniors.
“	“	“	5 “ “ 5 “ “ Sophomores.
“	“	“	4 “ “ 11 “ “ Freshmen.

Pupils 16 years of age or over	20
“ under 14 years	2
“ living over three miles from school	24
“ having one or both parents of foreign birth	8
“ whose parents are engaged in agriculture	27
“ having agricultural work to do out of school	26
“ having no regular work to do out of school	5
“ intending to follow occupation of parent	0
“ intending not to follow occupation of parent	24
“ constantly short of time for school work because of work	5
“ occasionally short of time for school work because of work	24

The above refers to the rush season of tobacco and onions.

Pupils going to higher school with Latin,	4 boys, 3 girls	7
“ “ “ “ “ without Latin,	4 boys, 7 girls	11
“ “ “ Normal school, included above		7
“ decided not to go to higher school		4
Number who have decided to go into professions		9
“ “ “ “ on technical (scientific) work		5
“ “ “ “ “ commercial work		12
“ “ “ “ “ farming		0
Pupils whose school work has shown a need of a course in “Practical Science” for general culture purposes		11
Boys desiring manual training (not fully explained to them)		7
Girls desiring domestic science courses		15

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STATUS OF LATIN

Statistics of present school:

	Latin now	Latin once	No Latin	Total
Graduate	1			1
Seniors	0	3		3
Juniors	3	7		10
Sophomores	4	4	3	11
Freshmen	11		5	16
Total	19	14	8	41

Less than 50% are taking Latin.

Over 80% have taken Latin.

Nearly all pupils take French after first year.

Advanced French taken more than advanced Latin.

Tradition seems to play a large part in the choice of Latin.

All pupils take elementary Science I and the course in Chemistry the third year. The latter meets all college requirements and presents practical phases.

In the last two years pupils elect science, history and commercial work when they drop Latin.

The number of pupils in the two upper classes seldom exceeds 10 or 13, and on certain subjects the classes may be combined for two subjects to alternate.

EXHIBIT F

Results of inquiry among grammar pupils similar to that made in high school in reference to future occupations and to attendance on some higher course of study:

Number expecting to follow parents' occupations	.	.	.	19
" " " " different "	.	.	.	23

Of these 42, 31 expect to go to High school or some equivalent; eleven others would do so if the courses provided some more practical training, e.g., agriculture, manual training.

Future occupations mentioned: Teaching 12, trades 8, motorman

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3, bookkeeper 4, elec. engineer 2, farming 8, profession 1, machinist 1, college 3, music 1, clerk 1, stenographer 1.

Replies from parents to similar questions, 13, all agreeing with children on general points and all except one favoring the introduction of some more practical training in the high school.

EXHIBIT G. Course of study now in use.

Year	Prescribed		Lat. Sci.		Eng. Sci.	
I.	Algebra	5	Latin	5	Comm. Arith.	3
	English	3			Extra Sci.	2
	Greek Hist.	3				
	General Sci.	3				
II.	English	3	Latin	5	French	5
	Pl. Geom.	5	French	5	Phys. Geog.	3
					Eng. Hist.	3
Bookkeeping is supposed to be offered in the 2nd year.						
III.	English	2	Latin	5	French	5
	Chemistry 5 (7)		French	5	Med. and Mod. Hist.	5
					Physiol. and Botany	5
					Comm. Arith.	3
Elect to make not less than 17 nor more than 20 periods.						
IV.	English	5	Latin	5	French	5
	Math. Rev.	4	French	5	Physics	5 (7)
			Hist. IV.	5	Hist. IV.	5
					Bookkeeping	5

18 to 20 points to be taken.

U.S. History on the odd years alternating with Mediæval and Modern for the classes III and IV, and this class is never likely to number more than ten.

It is also planned that all the Juniors and those Seniors who elect shall take Physics and Chemistry on alternate years. This allows more concentration of effort on the part of the teacher and meets all requirements just as well.

Music. Chorus drill required of all, one period.

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Rhetoricals. The equivalent of an additional period of English is required of all.

Drawing. Mechanical or free hand and designing optional.

EXHIBIT H

Copy of Summary sent to U.S. Bureau. Pupils actually present, Dec. 1st, 1908.

Occupation of Parents

Working farms worth \$5000 or more	20
“ “ “ less than \$5000	8
Unskilled laborers	3
Skilled laborers (earning \$750)	4
Office, etc., salary \$1000 to \$2000	1
Dead (i.e. fathers)	5

Home work of pupils per week (not school work):

25 hours per week or more	4
20-24 hours	6
15-19 “	16
10-14 “	11
5-9 “	4

Ages of Pupils in different classes—boys and girls—disregarding months:

Class	13	14	15	16	17	18	19	Empirical age of entrance:
1st {	1	0	2	1				14 boys about 15 years
	1	1	5	2				27 girls about 15 1/3 years
2nd {		1	2	2	0			Average over 15 years
		0	0	4	2			
3rd {			1	2				Ages at entrance
			0	5	0	2		4 at 13 years
4th {					0	1		14 at 14 years
					1	1		16 at 15 years
5th {							1	7 at 16 years

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GENERAL FACTS IN RECOMMENDATIONS

1. The charter of the Academy and recent statistics demand that we retain a college preparatory course with Latin, and meet requirements well.

2. Other statistics show that too many pupils drop out of school, beginning with grade IX, and that those who do graduate, but do not go to college, are not sufficiently benefitted by the course in the Academy.

3. The school should not attempt to give training to fit for some few trades, but should give practical courses for cultural reasons, to provide better correlation of mind and hand, to give a practical view of life, to give a sane idea of the dignity of work, to introduce the element of action in the daily work.

Since it has been found that a reasonable addition of practical work does not detract from the efficiency of academic work, we recommend that all pupils, including college preparatory pupils, be required to take the minimum of more active practical work during the first two years, and that they be allowed to elect the same during the last two years.

4. We recommend that pupils who desire it shall be provided with a course which shall include the broad academic work of a non-Latin course but with a strong list of practical subjects. These courses should include Mechanical Training in woodwork and possibly in metal; garden and lawn cultivation; poultry and bees; fruit and "truck" growing; diseases of plants, insects; fertilizers; spraying; implements; marketing; animal husbandry; buildings; market accounts, etc. For the girls, some parts of the preceding in addition to domestic art and domestic science. Domestic art should include needlework, dressmaking, millinery, household decoration, color harmony, etc. Under domestic science would come cooking, dietetics, balanced menu, cost of goods, marketing, laundry, etc. An exceedingly well arranged course of this sort as presented by Dr. Stimson is appended to this report.

5. The amount of work to prepare the regular academic lessons should not be increased and the character of instruction should be such that the pupil may get the maximum out of the class period and carry away the interest and desire to get more information.

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Subjects should be correlated so that mathematics will illustrate science, which in turn will give assistance in the practical subjects.

6. At least two periods of not less than thirty minutes each should be required of each pupil each week for physical training. This should be supplemented by out-door work or by more voluntary physical training. A plan for this training with explanations is given in Prof. Tyler's special recommendation.

A period of relaxation should be given between classes; out-door exercise should be encouraged; science field trips are very valuable; playing of games is of more value than drill, but drill and manual training are valuable from the physical standpoint. Many kinds of dances are desirable. Prof. Tyler recommends the use of the enlarged barn space for drills, basket ball, dancing, games, etc.

7. Considerable attention should be paid to the social life in the school, developed along lines which will fit the local conditions.

8. The facilities of the Academy should be extended as fully as possible to the young people of the town so that when not in use by the pupils they might be enjoyed by others. As an example the athletic privileges might be extended to a young men's club under restrictions.

9. In considering Dr. Stimson's proposed course it was unanimously agreed by the Commission that the curriculum proposed might well be considered the backbone of the Academy's course of study with such modifications as local conditions and available funds might dictate, it being understood that Latin and other studies required for college entrance not mentioned in this schedule are also to be provided.

RECOMMENDATIONS BY DR. R. W. STIMSON CONCERNING PRACTICAL COURSES

The extent to which the practical subjects may be taught depends on several factors:

1. The amount of capital for initial equipment.
2. Availability of skilled teachers.
3. Amount of home co-operation.
4. The purpose in mind, particularly as to whether the course is vocational or cultural in its aim.

In this case the aim is stated as two fold; to give information and

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skill which will assist a pupil who remains on the Hadley farms to do more efficient work and benefit the industrial life of the community; also to furnish the correlation of mind and hand which is cultural in a broad sense.

The members of the commission have favored the plan of requiring all pupils to take the minimum of practical work in the first two years, and this may as well be the active part of the work laid out for the regular courses.

There is need of co-operation between home and school in these matters and in fact the most valuable feature of many of these courses comes when the pupil practices at home what he learns at school. This home co-operation can compensate to an extent for a lack of sufficient funds for equipment.

For this locality it seems that teachers would be available in a fortunate way. The graduate students at the Agricultural College should be valuable in their specialties. The other colleges in the vicinity have courses in some of the branches needed and if a course is carefully constructed, special students in college classes would often be able to give excellent service.

It is quite possible that the school may combine with some other school in the vicinity to hire a teacher in a special branch as is now done in Music. The school is fortunate in its location in this respect, as one teacher giving full time to the school could not teach all these subjects as well as several teachers who are specializing in the different branches.

These practical courses are so arranged that they will correlate with the other general courses of the school and a pupil may fit for the Agricultural College or the Normal School, he may take a year of advanced work at the Smith's School at Northampton, or, if he lacks these opportunities, the course fits him for more efficient service in everyday life. The course does naturally recognize and lay emphasis on the leading occupation of Hadley.

If you consult the "Non-Latin" course you will find several subjects included in the other courses, but we will review here the other branches which will be new to the school.

In the first year the work on garden and lawn cultivation would be taken by both boys and girls during the warmer part of the school year,

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about ten weeks of the fall and ten weeks in the spring. During the twenty weeks of colder weather the boys would take mechanical training and the girls domestic training.

A similar plan is laid out for the second year, substituting "poultry and bees" for horticulture.

In the horticulture of the first year there would be some class room theory, some laboratory practice, some out door practice, and it is hoped there will be a large amount of home application. This course covers soils, seeds, planting and transplanting, correct methods of dealing with the garden crops at all stages. The pupil should have a plot of ground at home (rented at a fixed price) and he should be expected to handle his crops in a business-like way. The value of this work depends largely on the outside application. The people of the town should eventually receive some benefit from new crops, improved methods, etc., which would reach this school soon after their discovery by the experiment stations.

The mechanical training would cover mechanical drawing, wood-work and such metal work as the equipment will permit.

In the study of poultry it would be well if the pupil could own a pen of fowls and keep careful accounts. There is a great gain where the young person feels real ownership and a possibility of financial gain.

In the third year the pupil who decides not to go to another school may settle down to a more intensive study of these subjects, taking up first Truck and Fruit growing. This would be followed by Animal Husbandry in the Senior year. It is assumed that a boy who takes these advanced courses will be in earnest and much real good result.

The details of these courses will depend to an extent upon the circumstances and the teachers, but the outline course mentions important subjects under each.

Since no pupil in the school has taken any of these courses, the first year will see most of the pupils in two classes, which will lessen the expense and other complications.

The work in Domestic Training is divided into two parts, according to the rather arbitrary terms commonly employed.

In "Domestic Science" the pupil is taught about foods, food values, cooking, the proper grouping of foods to make a menu, how to buy for

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the table, the economy of the cooking, how to get up a special dinner for a family. This also includes the care of the house, the laundry, the sanitation, care of the sick, etc.

Under "Domestic Art" fall such subjects as textiles, sewing, dress-making, millinery, color schemes, home decoration, good taste in furnishings.

If the girl can have the same home co-operation as is suggested in the horticulture, both the girl and the home are sure to benefit.

The garden introduces a new vegetable, the cooking school teaches how to cook it. The girls get up a Thanksgiving dinner, or better, they learn the economics of buying and planning for a family for a considerable period of time. The problems which rise at home will be excellent material for discussion at school. In some schools girls serve lunches or parts of lunches.

The school should benefit by the experience of farmers and home-keepers and as a result of interchange of ideas the converse must be true.

The division of this work into a four years' course would depend upon circumstances which will develop as the subjects are taught, only the most fundamental of these things being necessary the first year.

The courses in physics, chemistry and hygiene should be closely correlated with all these branches and botany should likewise be grouped with the horticulture.

Local products should receive due attention and new material which is possible for the community should be developed. The small list of garden vegetables raised and cooked may be increased. The home should support the school fully in all these matters.

CONCLUSIONS OF THE COMMISSION AS TO DR. STIMSON'S RECOMMENDATIONS

The members agree that the practical course presented by Dr. Stimson is admirable; that, with whatever modifications in time the local conditions may demand, this course should form the backbone of the school work; and that all pupils should in the earlier years be required to take at least two periods per week of the more active part of

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this work because of the value of self-activity and in correlating mind and hand.

The following is the outline submitted to the Commission by Dr. Stimson:

Figures in parenthesis stand for unprepared, other figures for prepared lessons.

For Boys	First Year	For Girls	
English	5	English	5
Algebra	4	Algebra	4
Science	1 (2)	Science	1 (2)
Arithmetic	} (3)	Arithmetic	} (3)
Bookkeeping and Freehand Drawing (1 term each)		Bookkeeping and Freehand Drawing (1 term each)	
Soils, Seeds and Cul- tivation of Lawn and Garden Plants (20 weeks)	} 2 (5)	Soils, Seeds and Cul- tivation of Lawn and Garden Plants (20 weeks)	} 2 (5)
Mechanical Training (20 weeks)		Domestic Art (10 weeks)	
		Domestic Science (10 weeks)	
Music and Rhetoricals	(2)	Music and Rhetoricals	(2)
Physical Training	(2)	Physical Training	(2)
	<u>12 (14)</u>		<u>12 (14)</u>

For Boys	Second Year	For Girls	
English	4	English	4
Geometry	5	Geometry or Modern History	5
Science	1 (4)	Science	1 (4)

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For Boys	Second Year	For Girls	
Poultry and Bees: Selection, Feeding, Care, Marketing Mechanical Training	} 2 (4)	Poultry and Bees: Selection, Feeding, Care, Marketing Domestic Science Domestic Art	} 2 (4)
Music and Rhetoricals	(2)	Music and Rhetoricals	(2)
Physical Training	(2)	Physical Training	(2)
	<u>12 (12)</u>		<u>12 (12)</u>

Third Year

For both Boys and Girls. Studies in part Elective, in part Prescribed

English	3 (2)
Science (Chem. or Phys.)	5
Music and Rhetoricals	(2)
Physical Training	(2)
<i>To the above subjects add a, b or c:</i>	
a French 5 }	7
Ancient History 2 }	
Fruit and "Truck" Growing:	
b Plant Diseases, Insects, }	5 (8)
Fertilizers, Spraying; }	
Implements, Markets }	
c Domestic Science }	5 (8)
Domestic Art }	
	15 (6) or 13 (14)

Fourth Year

For both Boys and Girls. Studies in part Elective, in part Prescribed

English	3 (2)
American History and Civics	5
Music and Rhetoricals	(2)
Physical Training	(2)
<i>Add to the above at least one from the following, a, b, c, d or e:</i>	
a Mathematics, Reviews	5
b Science (Chem. or Phys.)	5

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Fourth Year

c	French	5
	Animal Husbandry: Breeds and Breeding, Rations,	} 5 (8)
d	Crops, Buildings, Implements, Markets, Accounts	
e	Domestic Science } Domestic Art }	5 (8)
		18 (6) or 13 (14)
Proposed by R. W. Stimson		

DEPARTMENT OF PHYSICAL CULTURE

BY PROFESSOR TYLER

MR. FRANKLIN E. HEALD,

Secretary of Hadley School Commission

Dear Sir:—I beg leave to present the following report on the subject of Physical Training and kindred topics in the Hopkins Academy of Hadley: The aim of physical training is primarily a healthy body as the servant of a sound and vigorous mind; and the promotion of growth in immature pupils. Careful study has shown that the grammar school years and the first year in the high school cover a period when the body is changing very rapidly in all its organs. The girl is fast becoming a woman; the boy, a man. These changes are more rapid in the girl than in the boy, and usually more marked. In both sexes they result in a large amount of waste being thrown into the blood, clogging the action of all the organs. This waste must be removed and the growth and repair of organs must be carried on. But the trunk and vital organs are small, compared with the size, and especially the length, of the arms and legs. The waste of tissue threatens at this age to exceed the income of the body. Hence between the ages of eleven or twelve and sixteen or seventeen in the girl and a little later in the boy there is more disorder than at any other age or period of school life. Girls, especially, suffer from

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poorness of blood, loss of appetite, irritability of nerves, sluggishness of brain amounting sometimes to temporary loss of mental ability and stupidity.

All these disorders can and should be mitigated or corrected by suitable physical training, as far as possible in the open air. The great and chief effort should be to increase the lung capacity, to maintain the appetite, and to stimulate the action of all the vital organs. If this is not done the disorders become deepseated and difficult to eradicate, and a period of invalidism is likely to follow. The low physical condition also opens the door to consumption and other fatal or wasting diseases. (See pamphlet: *The Girl and the Boy in the Grammar Grades.*)

The physical training for this period should therefore be largely hygienic. The exercise should not be severe; it should be in small doses frequently repeated; it must be made attractive and interesting so that the pupil will repeat the movements at home.

In a village population largely devoted to farming these exercises should be less necessary than in a large town or city. But careful observations seem to show that the daughters of our American farmers are not as healthy and vigorous as they should be by birthright and under their surroundings. Especially during winter a certain amount of physical exercise is sadly needed to keep the child in good physical condition.

If the girl and boy can be kept in good health during the first years of school life, the last two years should be a time of great vigor. Now is the time for physical training in the stricter sense of the word. Games and athletics are of great value. We should remember, however, that the heart is still immature and weak, and can easily be overstrained. The athletics must not be long continued or too severe. But if properly controlled, their value can hardly be overestimated. With these limitations baseball, basket-ball, football, tennis, and other games may and should all be encouraged.

The exercise and training of the first year in your academy should therefore differ greatly or entirely from that of the last. The aim of the first year is chiefly to establish sound health; that of the last is an athletic, tough, vigorous body, completely under the control of the mind,

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and able to respond to every demand or call. During the first year light exercises of the heavy muscles are prescribed; during the last years exercises requiring quickness, precision, skill, and grace, movements of the finer muscles, and games requiring strategy as well as endurance are to be sought.

Your athletic field should do more than train the body of the pupil. It should be the meeting place of the young men and women of the whole town. It should be a social as well as an athletic center. It should be the playground of the whole community. Your system of physical training should furnish not only good blood and a clear brain, and sound nervous system. It should also insure intellectual and general mental training, a love of fair play, and the best moral qualities. This also it can do.

Mental training through the muscles is best illustrated and attained through manual training. But much can be done with great advantage through gymnastics. A certain amount of gymnastics done in response to command calls out attention, precision, and most important forms of mental action.

We may now turn to the application of these general principles to the special case.

If health is of special importance we should most carefully observe and use every means of maintaining it. Of course your building will be well drained, well ventilated and well lighted. The light will not only be in sufficient quantity but will come from the right direction in every room. Your sanitary arrangements will have been made with the greatest care. Your desks will be of proper construction and of a height suited to the needs of various pupils of different heights. All this I take for granted in your academy, though all these points are frequently neglected to a greater or less extent.

We spend hours in making out and recording marks showing the mental attainments of our pupils. We should be willing and careful to keep as full a record of their physical condition from year to year. Hence a simple health record of your pupils is most desirable. This need not be long or complex. It can easily be kept, and will prove of great value to teachers as well as parents. I recommend the following form of card catalogue as sufficient for your needs.

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Record of.....

of the Class of.....of Hopkins Academy.

Date of Birth.....

Date	Height	Weight	Chest Girth	Lung Capacity	Days' Sickness	Remarks

(Reverse) EXPLANATIONS

Height without shoes.

Weight in ordinary clothing.

Chest girth, immediately under arms.

Lung capacity, by spirometer.

Sickness: days lost or per cent of time lost in past six months.

Record taken at interval of six months.

Under Remarks, special sickness or other physical condition in preceding six months.

We should not forget that long sitting at a desk, especially in a cramped position is almost sure to result in great injury, especially to young and growing pupils. Habits of correct position are more important even than habits of study, and should be carefully encouraged by a watchful teacher. The pupils should be allowed and required to walk about freely for at least five minutes between each two periods of study or recitation. The loss of time will be more than repaid by the greater freshness, alertness and vigor of the pupils.

Open air play is generally the best form of physical exercise for our pupils. The game cannot be replaced by work in the school garden or any form of manual training. "All work and no play makes Jack a dull boy." The game is needed to stimulate alertness, vigor and keenness; to refresh and recreate the pupil; to give poise and grace to the

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body. At least two half hours each week should be devoted to physical training in addition to all out-door and manual work. This is too little, if there is not to be a certain amount of such work in addition, occupying several periods each week. A pupil cannot "grow and wax strong" on two half hours of exercise every week any more than he can grow fat on four meals every month. The games for the entering classes should be light. Competition between classes should be avoided during the earlier years. From year to year increasing vigor and endurance should be required.

During the season of the year when the weather makes out-of door exercise impracticable, gymnastics are necessary. Here also the play element is of great importance. The exercise should be so interesting that the pupils will gladly repeat them at home. Dancing and marching are excellent for the younger pupils, and the more vigorous folk-dances may well be continued for the older pupils.

Professors Nelligan and Phillips can give more detailed advice as to the best form of gymnastics for every year, and will gladly furnish suggestions. In all lines of physical training the academy should profit greatly by the nearness of Smith and Amherst Colleges.

Respectfully submitted,
JOHN M. TYLER.

OUTLINE OF PHYSICAL TRAINING

PREPARED AT THE REQUEST OF PROF. J. M. TYLER
BY PROF. RICHARD F. NELLIGAN, AMHERST COLLEGE

Examination for physical defects by a physician at the beginning of the school year. Remedial exercises prescribed in cases demanding it. Send defects in sight and hearing to a specialist. Many cases of supposed dullness caused by such defects.

Interclass and interscholastic games should be discouraged for the younger and weaker pupils and possibly for all. Those games which take place between different schools are of least value from a purely physical standpoint.

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For all who, in the opinion of the doctor, may be benefitted by exercise the following plan may be worthy of trial:

FIRST YEAR. Swedish freehand gymnastics for ten minutes, followed by such games as "volley ball" for the girls and "basket ball" for the boys for ten minutes more. For variety many other games may be played between squads of the same class.

During the first year emphasis must be placed on games requiring little if any apparatus, the idea being to teach the pupils to play spontaneously, so that they may continue the exercise out of school hours.

SECOND YEAR:

West Point "Setting-up" drill.

Dumb-bell drill (Roberts).

Elementary and Folk dancing.

Basket ball and foot ball for boys.

Basket ball and volley ball for girls.

THIRD AND FOURTH YEARS.

Dumb-bell drill (Roberts).

Gilbert dancing for girls.

Indian club swinging for boys.

Foot ball, basket ball.

Track athletics (spring term).

All exercises should be taken in the open air, weather permitting.

The above is merely a sample of what might be done in the way of physical education in the Academy. The best solution of the problem would probably be to employ a teacher who, in addition to teaching some other study, is familiar with athletics and gymnastics.

R. F. NELLIGAN.

THE GENERAL CURRICULUM

BY MR. ORR

The members of the Commission agreed at the outset that some physical training should be required of each pupil, that a minimum of two periods of active practical work each week should be required of each pupil in the first two years, and the requirement for music and rhetoricals now in force should not be changed arbitrarily.

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It was agreed, on the one hand, that the college entrance requirements should be met by a strong Latin Scientific course as heretofore; and, on the other hand, in addition to the practical courses to be laid out by Dr. Stimson, the entire work of the school should hold the young people as long as possible and give the maximum of interest and real value. On this basis a course was laid out at first to cover the stated requirements, and then rearranged to give the desired qualities as far as possible.

It is more often the teacher and the method which determine the success of a course of study, and this is particularly true as regards the work of the first year.

It is regarding this first year that we would offer suggestions which apply in a degree to the other years.

In the Freshman year pupils have not learned how to absorb the information from books in the way we expect. They absorb readily from an interesting class exercise, and careful instruction in class is a crucial matter. The most important thing to be done in this year is to awaken such an interest in the high school subjects that the pupil will desire to know more.

From this standpoint we should have no real college preparatory history, but rather an interesting course in the broader, vital matters of Ancient History, making story and biography play a broad part in the course. In like manner the English should primarily beget a love for good English and a desire to read good authors.

Unprepared exercises where an appreciative (not critical) reading of a good book by the teacher or pupils may accomplish more than any other form of training in English. The pupil at this age absorbs more than he can express and it is wise to give him an abundance of good material to retain.

The science of the first year should be so arranged as to give a knowledge of fundamental facts in general science, to correlate these with everyday life, to give pupils a zest for taking up more science. In case the pupil takes a college preparatory course this science at the beginning will serve to explain many things in reading and everyday life which are not taken up by any other course before college days.

The Algebra should be very practical in its applications, correlated

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with the science and with real life. It should not aim to cover the college entrance requirements, but rather to give a broad foundation for science and geometry.

The Latin is restricted in material and method largely by the college entrance requirements, but the practical side, the English derivations, etc., should be kept in view.

It would be extremely desirable to begin a modern language as early as possible, even in the grades.

In the second year the method of interesting class instruction is still very important. The course as summarized is probably clear beyond this point. The pupil who expects to enter college gets his college entrance Ancient History and Algebra in his Senior year, when it can be best understood.

The pupils who do not intend to enter college should find other subjects more suited to such cases. The course is so arranged that the so-called practical subjects may be elected to take the place of some of the college preparatory subjects.

On the other hand, the course in Agriculture and Mechanic Arts must include the more essential of the academic subjects and it is not intended to make a distinct line between the courses. The needs of the pupil, the conditions of the school at any time, and the discretion of the principal will determine the work which each pupil will take.

The following is the outline schedule of the various branches, in which the Roman numerals signify year in school and the Arabic numerals refer to the number of recitation periods per week.

SCHEDULE BY BRANCHES

LATIN (as required by colleges). 5 hour courses.

I. Elements. II. *Caesar* four books.

III. *Cicero*, six orations including Manilian Law.

IV. *Vergil*, six books.

Latin I, II, III is accepted by many colleges as a *minor* preparation.

FRENCH (beginning second year). 5 hour courses.

II. Elementary course.

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III. Reading, grammar and prose; minor preparation.

IV. “ “ “ “ major “

ENGLISH. Meets all college requirements and strives to induce love for good reading as well as an ability to use correct English in oral and written work.

I. $2\frac{1}{2}$ periods prepared work; composition and grammar.

$2\frac{1}{2}$ periods unprepared. Reading in class, in part the easier readings advised for college entrance. Local history, tradition, myths and folk lore. Correlate with Ancient History and Science.

II. Similar to year I, more advanced, 2 periods each of prepared work and unprepared.

III. Similar plan, $2\frac{1}{2}$ periods each. Grouping of principal authors into periods, and correlation with historical periods. A part of the work prescribed for *careful study* of classics for college entrance.

IV. $2\frac{1}{2}$ periods, careful study of classics for college entrance. Required of all.

$2\frac{1}{2}$ periods, reading and practical English. Required of non-Latin pupils, optional to college pupils.

Rhetorical exercises, required of all classes, add to the English credits.

MATHEMATICS.

I. Elementary Algebra. 4 periods. Required.

II. Plane Geometry. 5 periods. Usually required.

IV. *a* College requirements in Algebra and Geometry. $2\frac{1}{2}$ periods.

b Arithmetic review, farm accounts, etc. $2\frac{1}{2}$ periods, optional.

Science replaces Mathematics in year III.

HISTORY.

I. Ancient History. 3 periods. Elementary course.

III and IV. History A. 5 periods.

1. United States History and Civics. Two classes combined, September, 1909, and alternate years thereafter.

2. Modern History, with English History as dominant and central. Even years to alternate with U. S. History.

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IV. Ancient History. College requirements. 2½ periods.

SCIENCE.

I. Possibly including grade IX.

General Science related to facts of everyday life, giving basis for further courses. 3 periods of which about one-half is prepared. This course is closely correlated with the course in Agriculture. Required of all.

II. *Biology*. (Botany, Zoology, Human Physiology and Hygiene.) 5 periods, of which one-half are double periods in laboratory. Non-Latin course. Meets Normal School requirements. Emphasis on food, sanitation, ventilation, prevention of disease, etc.

III. Required of all. 5 periods. Laboratory, double periods, about half the time.

Physics, September, 1909; Chemistry, 1910.

IV. Elective. Course taken with Juniors. Chemistry and Physics, alternating years.

When a college calls for one year of science, the course to be taken is Science III; when two sciences are called for, physics and chemistry should be taken. The third science to offer would be Biology II.

DRAWING.

A. *Freehand*, designing, etc.

B. *Mechanical Perspective*. Correlated with woodwork, etc.

Technical Drawing. Plans, sections, elevations, etc. Required of all non-Latin pupils.

MUSIC. Chorus drill, one lesson per week.

RHETORICALS equivalent to one period unprepared. Credit given toward graduation.

Physical Training and Practical Subjects given under a separate section.

The course of study presented on the succeeding pages embodies the various recommendations of the three members of the Special Commission and represents in concrete form their recommendations to the Trustees of Hopkins Academy.

OUTLINE OF COURSE OF STUDY

Prepared Work	Periods	Unprepared Work	Periods	Comments	Practical Subjects
English	2½	English	2½	Arithmetic, Bookkeeping,	} 3
Algebra, Elements	4	Science	1½	Frechand Drawing	
General Science	1½	Physical Training	2	Soil, Seeds, Lawn and Gar-	} 2 (5)
Ancient History	3	Music and Rhetoricals	2	den Plants, ½ year	
Latin or Practical Subjects	5	Manual Training or	} 2	Mechanical Training for	} 2 (5)
	16	Domestic Training		Boys, ½ year	
		(Required of all)	10	Domestic Art ¼ year	
				Domestic Science ¼ year	
English	2	English	2	* Substitution allowed at the discre- tion of the principal in special cases.	} 2 (4)
Geometry*	5	Physical Training	2		
Also 10 from the following:	5	Music 1, Rhetoricals 1	2		
		Active, practical work at least 2	2		
Latin	5		8		
French	5			Poultry and Bees. Manage- ment and marketing	½ year
Science II	5			Mechanical Training	½ year
Practical Subjects	5			Domestic Science	¼ year
				Domestic Art	¼ year
	17			Science II is Botany and Physiology	

YEAR I.

YEAR II.

OUTLINE OF COURSE OF STUDY

Prepared Work	Periods	Unprepared Work	Periods	Comments	Practical Subjects
English	2½	English	2½	History A, for Juniors and Seniors.	
Chemistry or Physics		Science, Laboratory	4	American History and Civics on odd years.	
Descriptive—Theory	3	Physical Training	2	Modern (English) History on even yrs.	
Latin	5	Music and Rhetoricals	2	Fruit and Truck growing.	
French	5	Manual Training (optional)	10½	Plant Diseases, Insects,	
History A	5			Spraying, Fertilizers, Imple-ments, Markets	5-(8)
Practical Subjects	5			Domestic Science	5-(8)
	15½			Domestic Art	
English	2½	English non-college	2½	Animal Husbandry, Breeds,	
Math. Review	2½	Physical Training (optional)	2	Rations, Crops, Buildings, Im-plements, Markets, Accounts	5-(8)
Ad.-Arithmetic	2½	Music and Rhetoricals	2	Domestic Science and Art	5-(8)
Select 11 to 13 below		Science courses for half the time have double period laboratory exercises.		<i>Domestic Science</i> includes Cooking, Selection of Foods, Proper Menus, Marketing, Laundry, etc.	
Ancient Hist. (College)	2½			<i>Domestic Art</i> includes Sewing, Dress-Making, Millinery, Color Harmony, Textiles, Household Decorations, etc.	
Latin	4				
French	5				
Phys. or Chem.	5				
History A	5				
Practical Subjects	5				
	17½				
		in total of 22-25.			

YEAR III.

YEAR IV.

SAMPLE COMBINATIONS FOR SPECIFIC ENDS

Prescribed for all Courses	I. College Preparatory with Latin	II. Scientific. College or General	III. Practical. Industrial. Normal School and Agricultural College
English. 4 yrs. 10 pds.	Latin	French 2 or 3 yrs.	French 2 years 10
Algebra I. 4 "	4 years 19	10 or 15	Science II. 5
Plane Geom.* 5	French	Science II. 5	Science IV. 5
Ancient	3 years 15	Science IV. 5	U.S. History and Civics 5
History I 3	Senior Math. 2 1-2	Senior Arithmetic 2 1-2	
Science I. 3	Ancient	U.S. Hist. & Civics 5	PRACTICAL SUBJECTS
Phys. or Chem. } 5	History	Possible additions	1. Arith., Bookkeeping, 3-5
3rd year	Senior year 2 1-2	Modern (Eng.) 5	Freehand Drawing
Phys. Training		History 15	2. A.-Soils and Seeds. Lawns 2-(5)
3 yrs. required 6		3 yrs. Latin 3	and Gardens, ½ yr.
Music 4		Drawing 3	B.-Fruit and "Truck" growing 5-(8)
Rhetoricals 4		This plan opens to the greatest number of possibilities for the future.	3. A.-Poultry and Bees, ½ yr. 2-4
Practical Training minimum for two years 4			B.-Animal Husbandry 5-(8)
			4. Mechanical Training, Wood-work, etc., 2 half yrs. 2-(5)
			5. Domestic Science and Domestic Art } 12-(21)

This course was outlined by Mr. Orr and the secretary in conference on Dec. 24, 1908, and submitted at the next meeting of the Commission.

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On Jan. 27, 1909, the Board of Trustees met to consider the recommendations of the commission. Each member of the commission spoke on the subject and answered the questions put to him.

The trustees accepted the recommendations and voted to adopt them in all ways possible. They extended their thanks to the members of the commission for their services, desiring to retain them in an advisory capacity during the execution of their plans.

It was voted to make the following proposition to the town school committee:

“The new property acquired for school purposes will be furnished with suitable study and recitation rooms and laboratories for the school year beginning September, 1909, *provided* that the town’s appropriation for the high school remain no less than at present and provided that the School Committee shall employ the several appropriations for the high school so as to put in force as far as practicable the course of study outlined by the Commission appointed by this Board.”

A somewhat increased appropriation for the support of the Academy was also voted. A contract has already been made for making the necessary alterations on the Bonney property, and the high school department will be transferred to that building in September.

Appendix H

PRINCIPALS OF HOPKINS ACADEMY* PRIOR TO THE INCORPORATION OF HOPKINS ACADEMY

Caleb Watson	1666–1673	Harvard, 1661
John Younglove	1674–1680	
Samuel Russell	1682–1683	Harvard, 1681
Samuel Partrigg	1685 (3 mos.)	
Warham Mather	1686–1687	Harvard, 1685
John Younglove (2nd time)	1688–1689 (6 mos.)	
Thomas Swan	1689–1690 (6 mos.)	Harvard, 1689
John Morse	1693–1694	Harvard, 1692
Salmon Treat	1694–1695	Harvard, 1694
Joseph Smith	1695–1696	Harvard, 1695
John Hubbard	1696–1697	Harvard, 1695
Joseph Smith (2nd time)	1698–1699	Harvard, 1695
Samuel Melyen	1700–1701	Harvard, 1696
Mr. Woodbridge (Ephraim or Samuel)	1701–1702	Harvard, 1701
Nathaniel Chauncey	1702–1703	Yale, 1702
Samuel Ruggles	1703–1704	Harvard, 1702
Samuel Mighill	1705–1706	Harvard, 1704
Jonathan Marsh	1706–1707	Harvard, 1705
John Partrigg	1707–1708	Harvard, 1705
Aaron Porter	1708–1709	Harvard, 1708
Rev. Daniel Boardman	1709–1710	Yale, 1709
John James	1710–1711	Honorary– Harvard, 1710
Elisha Williams	1711–1712	Harvard, 1711

* Every effort has been made to obtain the names of all principals, their college affiliations, and their years of service. Incomplete records have made this task difficult and in some cases impossible. Detailed information about principals and a list of assistant teachers at Hopkins Academy from 1817 to 1890 can be found in Dr. Ayres' history, pp. 139–145.

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Thomas Berry	1712–1713	Harvard, 1712
Stephen Williams	1713–1714	Harvard, 1713
Ebenezer Gay	1714–1715	Harvard, 1714
Rev. Nathaniel Mather	1715–1716	Yale, 1715
“Mr. Chauncey’s son”	1716–1718	(only 16– 18 yrs. old)
Rev. Stephen Steele	1718–1719	Yale, 1718
Solomon Williams	1719–1720	Harvard, 1719
Hezekiah Kilburn	1720–1721	Yale, 1720
Rev. Daniel Dwight	1721–1723	Yale, 1721
Benjamin Dickinson	1723–1724	Harvard, 1723
Israel Chauncey	1724–1725	Harvard, 1724
Records incomplete		
Josiah Pierce	1743–1755	Harvard, 1735
Records incomplete		
Josiah Pierce	1760–1766	Harvard, 1735
(2nd time)		
Mr. Strong	1767	
Mr. Whitney	1772–1775	
Rev. Sewel Chapin	1779–1780	
Moses Hubbard	1780–1786	Harvard, 1765
Enos Cook	1786–1791	Yale, 1785
Heman Ball	1791–1792	Honorary– Yale, 1794
Ebenezer White	1792 (2 mos.)	
Jasper Bentley	1792–1793	Brown, 1790
Ebenezer White	1793 (5 mos.)	
(2nd time)		
John Smith	1793–1794	
Samuel Grimes	1794	
John Smith	1794–1795	
(2nd time)		
Rev. Gardiner Kellogg	1794 (2 wks.)	Yale, 1791
Ebenezer White	1795 (5 mos.)	
(3rd time)		
Rev. John Gurley	1795–1796	Yale, 1773

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Fanning Tracy	1796-1797	Yale, 1796
Joseph Bridgman	1797 (3 mos.)	
John Dickinson	1798-1799	
James Woodward	1799 (4 mos.)	
Giles C. Kellogg	1801-1802 (7 mos.)	Yale, 1800
Rev. Bela Kellogg	1802-1803	Williams, 1800
Records incomplete		
Rev. Mr. Gray		
Dr. Rogers		
Rev. John Chester, D.D.		Yale, 1804
Records incomplete		

AFTER THE INCORPORATION OF HOPKINS ACADEMY

Rev. Dan Huntington	1817-1820	Yale, 1794
Rev. Worthington Smith, D.D.	1820-1822	Williams, 1816
Dr. Oliver S. Taylor	1822-1826	
Rev. John A. Nash	1826-1827	Amherst, 1824
George Nichols, Rector of Hopkins Grammar School in New Haven	1827-1829	Yale, 1824
Timothy Dwight	1829-1830	Amherst, 1827
Rev. Ezekiel Russell, D.D.	1830-1831	Amherst, 1829
Rev. Lewis Sabin, D.D. and Miss Louisa Billings	1831-1835	Amherst, 1831
Rev. Amos S. Cheesebrough, D.D.	1835-1836	Yale, 1835
Rev. Jesse G. D. Stearns	1836-1837	Amherst, 1836
Rev. Mortimer Blake, D.D.	1837-1839	Amherst, 1835
John P. Sanderson	1839-1840	Amherst, 1839
Theodore L. Wright	1840	Honorary- Yale, 1833
Cyrus Holmes	1840 (few wks.)	
Rev. Horace Hutchinson	1840 (1 term)	Amherst, 1839
Miss Almira Henshaw	1840 (1 term)	

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O. Fisher	1840–1841	Yale, 1836
Isaac Witherell	1841–1842 (3 terms)	
Miss Mindwell Woodbridge	1842 (1 term)	
Rev. Addison Ballard, D.D.	1842–1843	Williams, 1842
Rev. Henry B. Hosford	1843–1844	Williams, 1843
Rev. Henry K. Edson	1844–1849	Amherst, 1844
Rev. Henry Lobdell, M.D.	1849 (1 term)	Amherst, 1849
Marshall Henshaw, D.D.	1849–1850	Amherst, 1845
Rev. Lucius Chapin	1850–1851 (1 term)	Amherst, 1851
Rev. Wm. F. Avery	1851 (1 term)	Amherst, 1850
Rev. Charles V. Spear	1851–1852	Amherst, 1846
Augustus H. Buck	1852–1853	Amherst, 1849
Reuben M. Benjamin	1853–1854	Amherst, 1853
Jesse R. Davenport	1854–1867	Amherst, 1851
Charles A. Chandler	1867–1869	Amherst, 1866
Rev. Herbert J. Cook	1869	Amherst, 1869
George H. White	1870–1873	Amherst, 1870
Walter G. Mitchell	1873–1874	Williams, 1870
W. W. Mitchell	1874–1878	Williams, 1839
Edward Ayres	1878–1880	Amherst, 1878
George Sherman	1880–1881	Amherst, 1879
Edmund P. Barker	1881–1883	Amherst, 1876
William Orr, Jr.	1883–1885	Amherst, 1883
Edward A. Baker	1883	Amherst, 1884
Francis J. Heavens	1883–1884	Amherst, 1884
Francis L. Palmer	1885–1886	Amherst, 1885
Nathaniel F. Wilcox	1886–1887	Williams, 1882
Daniel W. Rogers	1887	Amherst, 1887
Elmer Case	1888–1892	Boston U., 1884
Alfred C. Thompson	1892–1895	Yale, 1892
Albert B. Tyler	1895–1896	Amherst, 1894
Herbert M. Thayer	1896–1899	Amherst, 1896
Chester M. Grover	1899–1900	Amherst, 1899
Rev. George H. Driver	1900–1902	Amherst, 1900
David H. Keedy	1902–1903	Amherst, 1902
Miss Dora Dadmun	1903–1908	Boston U., 1902

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Franklin E. Heald	1908–1914	Dartmouth, 1897
James P. Reed	1914–1949	U. of Vt., 1910
Fred C. Riel	1949–1958	U. of Mass., 1938
Joseph E. Zalot	1958–	Amherst, 1953
		U. of Mass., 1957

Appendix I

TRUSTEES OF HOPKINS ACADEMY

First Board of Trustees Elected			Trusteeship Terminated
1664	William Goodwin*		about 1670
1669	Rev. John Russell	} Chosen by Mr. Goodwin	1692
1669	Lieut. Samuel Smith		1680
1669	Capt. Aaron Cooke		1716
1669	Nathaniel Dickinson, Sr.	} Chosen by the town	1676
1669	Peter Tilton		1682
Other Trustees			
1680	Lieut. Philip Smith		
1682	Col. Samuel Partrigg (Removed by the Court in 1687.)		
1685	Samuel Porter		1689
1686	Joseph Kellogg		1707
1687	Chileab Smith		1731
There is a gap in the records.			
1720	Thomas Hovey	} Exact date of appointment unknown but members of the board in 1720.	1739
1720	Sargeant Joseph Smith		1733
1720	Dea. John Smith		1777
There is a gap in the records.			
1733	Westwood Cooke	} Exact date of appointment unknown but members of the board in 1733.	1744
1733	Lieut. John Smith		1751
1733	Eleazar Porter		1756
1733	Dea. Samuel Dickinson		1745–46
1733	Mr. Job Marsh		1745–46

* Wm. Goodwin was a trustee of Hopkins will in 1657, but the estate was not settled until 1664.

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<u>Elected</u>	<u>Trusteeship Terminated</u>
1745 Capt. Moses Cooke	Prior to 1758
1746 Dea. Joseph Eastman	1758
1746 Ensign Moses Marsh	Prior to 1783
1750 Dea. Enos Nash	1768
1757 Mr. Eleazar Porter	1797
1758 Mr. Samuel Gaylord	1785
1768 Dea. David Smith	Prior to 1772
1769 Col. Elisha Porter	1781
1772 Mr. Edmund Hubbard	Prior to 1793
1781 Mr. Charles Phelps	Prior to 1815
1783 Dea. Oliver Smith	Prior to 1804
1785 Lieut. Enos Nash	1796
1793 Capt. Elisha Dickinson	Prior to 1812
1796 Dea. Seth Smith*	1828
1797 Doct. William Porter*	1847
(Treasurer, 1817-1835)	
1804 Dea. Jacob Smith*	1852
1812 Dea. William Dickinson*	1849
1815 Col. Moses Porter*	1854
1817 Rev. Dan Huntington	1864
(Secretary, 1817-1823)	
1817 Rev. John Woodbridge, D.D.	1831
(Secretary, 1823-1827)	
1817 Rev. Joseph Lyman, D.D.	1828
(President, June 11, 1817 to	
November 20, 1828)	
1817 Hon. Isaac C. Bates, Esq.	1828
1821 Rev. Vinson Gould	1836
1821 Rev. Nathan Perkins	1835
(President, November 20, 1828	
to November 17, 1835)	
1821 Hon. Jonathan H. Lyman	1825
1821 Hon. Joseph Strong, Esq.	1828
1825 Rev. Henry Lord	1834

* Members of the board when Hopkins Academy was incorporated in 1816.

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<u>Elected</u>	<u>Trusteeship Terminated</u>
1825 Dea. Nathaniel Coolidge, Jr. (Secretary, 1827–1835)	1835
1828 Rev. Jared B. Waterbury, D.D.	1831
1828 Rev. Horace B. Chapin	
1828 Rev. Ichabod S. Spencer, D.D.	1834
1828 Major Sylvester Smith	Declined service
1830 Rev. Levi Pratt	1834
1830 Dea. Elisha Dickinson	Declined service
1831 Rev. John Brown, D.D. (President, November 17, 1835 to March, 1839)	1839
1834 Capt. Elijah Smith	1861
1834 James B. Porter (Treasurer, 1835–1862)	1868
1834 Rev. Joseph Penney, D.D.	1836
1834 Rev. John Todd, D.D.	
1835 Dudley Smith (Secretary, 1835–1840 & 1857–1858)	1858
1835 Rev. Joseph D. Condit (President, November 16, 1841 to November 21, 1842)	1847
1836 Rev. William Tyler	1842
1838 Rev. John Ferguson	
1839 Rev. David L. Hunn (President, November 19, 1839 to November 16, 1841)	
1839 Rev. Joseph W. Curtis (Secretary, 1840–1857)	1857
1840 Rev. Francis Danforth	1842
1841 Dea. Charles P. Hitchcock	Declined service
1841 Dea. Simeon Dickinson	1864
1842 Rev. John Woodbridge (President, November 21, 1842 to November 22, 1859)	1861

HOPKINS ACADEMY & THE HOPKINS FUND

<u>Elected</u>		<u>Trusteeship Terminated</u>
1845	Rev. Warren H. Beaman (President, November 22, 1859 to December 1, 1865)	1873
1845	Capt. Oliver Warner	1850
1848	Rev. Rowland Ayres (President, December 1, 1865 to January 21, 1891)	1891
1849	Dea. Charles P. Hitchcock	1867
1852	William P. Dickinson	1863
1852	Dea. George Dickinson	1889
1857	Rev. Franklin Tuxbury	1863
1857	Jesse R. Davenport	1868
1857	Dr. Franklin Bonney, M.D. (Secretary, 1858–1903)	1907
1862	Hon. Levi Stockbridge	Resigned in 1868, but not accepted until 1903
1862	Theodore G. Huntington	1877
1862	Eleazar Porter, Esq. (Treasurer, 1862–1878)	1886
1862	Horace Cook	1905
1864	Rev. E. S. Dwight, D.D.	1890
1864	P. S. Williams, Esq.	1870
1865	L. N. Granger	1876
1870	John A. Morton	1878
1870	John C. Hammond, Esq. (President, May 27, 1891 to December 9, 1921)	1926
1870	S. C. Wilder, Esq.	1873
1870	Charles E. Lamson	1879
1873	Rev. James M. Bell	1878
1873	Oliver E. Smith	1883
1876	William P. Porter (Treasurer, 1878–1930)	1930
1877	Dea. John N. Pierce	1912

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<u>Elected</u>	<u>Trusteeship Terminated</u>
1877 Charles Cook	1906
1877 Dea. Rodney Smith	1890
1878 Rev. John W. Lane	1911
1885 Dea. Baxter E. Bardwell	1913
1888 Rev. John S. Bayne	1895
1890 Prof. Charles A. Tuttle	1895
1890 Lyman D. Hammond	1911
1890 John S. Barstow	1919
1895 Rev. E. E. Keedy	1903
1895 John W. Clarke	1927
1895 Lewis W. West	1922
1900 Dr. Frank H. Smith	1936
(Secretary, 1903–1921	
President, December 9, 1921	
to August 23, 1936)	
1903 Francis S. Reynolds	1920
1903 Rufus M. Smith	1922
1906 R. Lyman Cook	1930
1908 Homer F. Cook	1930
1908 William Orr	1917
1912 Prof. John M. Tyler	1928
1912 Elam S. Allen	1932
(Secretary, 1921–1931)	
1912 H. Clement Russell	1929
1921 Arthur C. Howe	1944
1921 Ernest S. Russell	1957
(President, December 4, 1936	
to October 29, 1956. Hon-	
orary President, 1956–1957)	
1921 Emerson S. Searle*	
(Treasurer, 1930–1963)	
1921 Prof. W. R. Hart	1923
1925 Rev. Dr. C. E. Holmes	1944
1925 Chester Smith	1944

* Present Member of the Board of Trustees of Hopkins Academy.

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<u>Elected</u>	<u>Trusteeship Terminated</u>
1925 Ernest W. Hibbard*	
1927 Arthur Conant	1962
1927 Robert J. McQueston	1949
1929 Lawrence A. Randall	1953
1930 Wallace R. Lane	1946
1930 Edwin A. Richardson	1940
(Secretary, 1931–1940)	
1933 Luther H. Barstow	1950
1937 Rufus H. Cook	1963
1937 Fordyce T. Reynolds*	
1940 Arthur S. Johnson*	
(Secretary since August 22, 1940)	
1941 William E. Dwyer*	
(President since October 29, 1956)	
1946 Roy R. Blair*	
1946 Paul T. McClurkin	1952
1950 Judge Harry Jekanowski*	
1950 James F. Kentfield*	
1956 John T. Martula*	
1956 Raymond D. Shipman*	
1956 Dean Robert S. Hopkins, Jr.*	
1960 Dr. Elinor V. Smith*	
1963 Allan A. Campbell*	
(Treasurer since August 7, 1963)	

* Present Members of the Board of Trustees of Hopkins Academy.

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PRESIDENTS OF THE BOARD OF TRUSTEES OF HOPKINS ACADEMY

Elected to the Board		Years of Presidency
1817	Rev. Joseph Lyman, D.D.	June 11, 1817—Nov. 20, 1828
1821	Rev. Nathan Perkins	Nov. 20, 1828—Nov. 17, 1835
1831	Rev. John Brown, D.D.	Nov. 17, 1835—Mar. 22, 1839
1839	Rev. David L. Hunn	Nov. 19, 1839—Nov. 16, 1841
1835	Rev. Joseph D. Condit	Nov. 16, 1841—Nov. 21, 1842
1842	Rev. John Woodbridge	Nov. 21, 1842—Nov. 22, 1859
1845	Rev. Warren H. Beaman	Nov. 22, 1859—Dec. 1, 1865
1848	Rev. Rowland Ayres	Dec. 1, 1865—Jan. 21, 1891
1870	John C. Hammond	May 27, 1891—Dec. 9, 1921
1900	Dr. Frank H. Smith	Dec. 9, 1921—Aug. 23, 1936
1921	Ernest S. Russell	Dec. 4, 1936—Oct. 29, 1956
	Honorary President	Oct. 29, 1956—Mar. 8, 1957
1941	William E. Dwyer	Since Oct. 29, 1956

SECRETARIES OF THE BOARD OF TRUSTEES OF HOPKINS ACADEMY

Elected to the Board		Years as Secretary
1817	Rev. Dan Huntington	June 11, 1817—Dec. 2, 1823
1817	Rev. John Woodbridge	Dec. 2, 1823—May 22, 1827
1825	Nathaniel Coolidge	May 22, 1827—Apr. 9, 1835
1835	Dudley Smith	May 19, 1835—Nov. 17, 1840
1839	Rev. Joseph W. Curtis	Nov. 17, 1840—Mar. 16, 1857
1835	Dudley Smith (second term)	Mar. 31, 1857—May 27, 1858
1857	Dr. Franklin Bonney	Nov. 16, 1858—July 8, 1903
1900	Dr. Frank H. Smith	July 8, 1903—Dec. 9, 1921
1912	Elam S. Allen	Dec. 9, 1921—Dec. 2, 1931
1930	Edwin A. Richardson	Dec. 2, 1931—June 1, 1940
1940	Arthur S. Johnson	Since August 22, 1940

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TREASURERS OF THE BOARD OF TRUSTEES OF HOPKINS ACADEMY

Elected to the Board		Years as Treasurer
1797	Dr. William Porter	June 11, 1817—Nov. 17, 1835
1834	James B. Porter	Nov. 17, 1835—Nov. 17, 1862
1862	Eleazar Porter, Esq.	Nov. 17, 1862—Nov. 22, 1878
1876	William P. Porter	Nov. 22, 1878—Dec. 9, 1930
1921	Emerson S. Searle	Dec. 9, 1930—Aug. 7, 1963
1963	Allan A. Campbell	Since August 7, 1963

PRESENT BOARD OF TRUSTEES

EMERSON S. SEARLE

Dean of the trustees, with forty-three years of membership on the board, is Emerson S. Searle, who was elected to the board in 1921. An outstanding lawyer with offices in Springfield, Mr. Searle has always given generously of his time and energies in the best interests of Hopkins Academy. He was the fifth treasurer of the board of trustees since its incorporation in 1816. Mr. Searle was elected treasurer on December 9, 1930, and re-elected every year to the present time. At his own request, after thirty-three years of guarding the finances of the board, he relinquished the duties of treasurer in August of 1963, but he continues to be a valuable member of the board. In length of service as a treasurer, he was surpassed only by his immediate predecessor, William P. Porter, who served for fifty-two years, from 1878 to 1930. A graduate of Hopkins Academy in 1908, he followed an old Hopkins tradition by continuing his education at Amherst College. He received his legal training at the Boston University School of Law.

ERNEST W. HIBBARD

Following closely behind Mr. Searle in length of service on the board of trustees, with thirty-nine years of service, is another Hopkins Academy graduate, Ernest Hibbard, class of 1911. Like many other trustees, Mr. Hibbard has been active in Hadley, having served on the

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school committee for six years. In 1928, after seven years of trucking asparagus to the Boston market for Hadley farmers, Mr. Hibbard and his partner, Ernest Russell, another Hopkins Academy trustee, established the Northampton and Boston Express Service. It has provided the Hadley farmers with a ready outlet for their produce which can now be speedily sent to the Boston markets. Mr. Hibbard has always been interested in farmers and farming. In 1934, when the federal government organized a sister bank to the Federal Land Bank, Ernest Hibbard was a charter director of the Production Credit Association and for two years Mr. Hibbard served as the president of the new bank. The former bank specialized in long-term loans, while the newer bank dealt primarily with short-term loans for farmers only. This bank served the four western counties of Massachusetts: Berkshire, Hampshire, Hampden, and Franklin. The name of the bank has changed several times. It is now known as Farm Credit of Western Massachusetts, and its headquarters are located in South Deerfield. Mr. Hibbard has also been a corporator of the Amherst Savings Bank for approximately twenty-five years. Mr. Hibbard's business experience has been a valuable asset to him on the important prudential committee of the board of trustees.

FORDYCE T. REYNOLDS

One of the most erudite members of the board of trustees is Fordyce T. Reynolds of Hadley, who was graduated from Hopkins Academy in the class of 1893. A member of the board since 1937, Mr. Reynolds has brought to Hopkins Academy a wealth of educational background that has been invaluable to the trustees in establishing policies for the board. Mr. Reynolds is the holder of a bachelor's degree from Brown University and a master's degree from Columbia University; he also attended many other schools and colleges. Beginning his educational career as a teacher, he progressed to principal, and completed his career as the superintendent of schools in Gardner, Massachusetts, where he served for thirty-two years. One interesting item in his long list of accomplishments was the translation of a description of the Binet-Simon tests from French into English for the warden of Leavenworth Federal Prison. Mr. Reynolds is a member of Pi Gamma Mu, national honor society of

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social science, and he is listed in *Who's Who in the East* and *Who's Who in Education*.

ARTHUR S. JOHNSON

Secretary of the board of trustees since 1940, Arthur S. Johnson of Longmeadow, a graduate of Hopkins Academy in 1918, has always been active in the affairs of Hopkins Academy. Until his very recent retirement, he was the vice president of Johnson's Bookstore in Springfield, owned and established by the Johnson family. His father, Clifton Johnson, was one of the founders. In World War I he served with the U.S. Marine Corps. From 1941 to 1945, he served with the U.S. Navy. After teaching navigation at a naval defense school, he was assigned to the command of the U.S.S. Verlaine. Much of his active duty was on mine sweepers along the Atlantic coastline. He completed his active service with the rank of Commander. Although his home is in Longmeadow, Arthur Johnson is active in the civic life of Springfield. He is a trustee and former president of the United Fund of Springfield; a trustee of Wesson Maternity Hospital, Springfield Hospital, and the Wesson Memorial Hospital; and a trustee of the Glickman Fund. He is also a director of the Valley Bank and Trust Company. It was primarily as a result of the study made of the Hopkins Fund in 1951 by Mr. Johnson and two other trustees of Hopkins Academy that this history is being compiled in honor of the three-hundredth anniversary of Hopkins Academy.

WILLIAM E. DWYER

The twelfth president of the board of trustees since its incorporation in 1816, is William E. Dwyer, a graduate of Hopkins Academy in 1918. A prominent Northampton attorney, Mr. Dwyer also followed the Hopkins tradition of attending Amherst College. Following graduation from Amherst, he studied law at the Boston University School of Law, receiving his degree in 1928. Always interested in youth, education, and social services, Mr. Dwyer has been active in the Hampshire

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County Public Health Association and has served as its president since 1954. For 27 years, he has been a director of the Cooley Dickinson Hospital, serving as the secretary of the board since 1948. In the capacity of legal advisor to the board of trustees, he actively participates in activities at Williston Academy. For many years he was president of the Hampshire County Chapter of the American Red Cross. At one time, Mr. Dwyer was president of the Northampton Community Chest. He is a director and secretary of the board of directors of Childs Park, an area of quiet and beauty not far from the center of Northampton. In addition to these varied activities, he is also a director of the First National Bank of Northampton, and vice president and chairman of the board of directors of the Northampton Co-operative Bank. During World War II, Mr. Dwyer was a commander in the U.S. Naval Reserve, serving in Naval Intelligence in Washington and as the Assistant Naval Attaché in Melbourne, Australia. In 1953, Mr. Dwyer established a prize at Hopkins Academy in memory of his mother, Ellen Ryan Dwyer, Hopkins Academy 1889, to encourage the students at the academy to take pride in their community and its heritage and to become more familiar with its history. For twelve years Mr. Dwyer was a member of the Hadley School Committee, serving as its chairman for ten years. He was elected a trustee of Hopkins Academy in 1941 and president of the board in 1956.

ROY R. BLAIR

Roy R. Blair, a graduate of Amherst College, and a resident of Amherst, has been a trustee of Hopkins Academy since 1946. He, too, is active in his community, serving as a trustee of the Amherst Savings Bank. Mr. Blair operates the Blair and Cutting Insurance Company in Amherst. Since joining the board of trustees at Hopkins Academy he has served on the investment committee, and he has been particularly interested in the Hopkins Fund, its growth, and the increased aid that the trustees have been able to provide the academy, particularly in the library.

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Judge HARRY JEKANOWSKI

A graduate of Hopkins Academy in 1925 and the Boston University School of Law in 1930, Judge Harry Jekanowski became a member of the board of trustees of Hopkins Academy in 1950. He has been a prominent Northampton attorney since 1930. From 1946 to 1960 he was a special justice of the Northampton District Court. In 1960, Governor Foster Furcolo named him a judge of the Hampshire County Probate Court. Being an ardent sports enthusiast, Judge Jekanowski is anxious to see a new gymnasium built at Hopkins Academy that will provide ample room for school and community recreation. During World War II, Judge Jekanowski served with the U.S. Army in the European Theatre.

JAMES F. KENTFIELD

In 1950, the board of trustees of Hopkins Academy elected James F. Kentfield, class of 1941 at Hopkins Academy, to membership on the board. A well-known and successful dairy farmer, he attended the Stockbridge School of Agriculture. (This school was named in honor of a former Hopkins Academy trustee, Levi Stockbridge of Hadley.) Active in his church and the Grange, Mr. Kentfield is also a trustee of the Hampshire County Aid to Agriculture, and the Camp Anderson Foundation. In 1963, Mr. Kentfield participated in the People-to-People program, going to Russia for several weeks to visit people and farms there, to study their methods of agriculture, and to be an American Ambassador of Good Will. As a citizen of Hadley and the father of Hopkins Academy students, he is particularly interested in the work of the library at the academy, and is pleased that the trustees have been able to make substantial contributions to it.

JOHN T. MARTULA

Another graduate of Hopkins Academy, John Martula, 1927, was elected to the board of trustees in 1956. A graduate also of Bay Path Institute in Springfield in 1932, Mr. Martula has used his business

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training in the field of insurance, maintaining an office in Hadley. He, too, like so many of the other trustees, has been active in the civic and religious organizations of Hadley. From 1941 to 1953, Mr. Martula was a member of the Hadley School Committee and he was co-chairman of the Hadley Tercentenary Committee in 1959. He was the first president of both the Hadley Lions Club and the Holy Name Society. He is a past president of the Hampshire Insurance Board and a former chairman of the Hadley Planning Board. He has always been close to the academy, particularly since his children are also graduates of the academy.

RAYMOND D. SHIPMAN

One of Hadley's most decorated war heroes, (Raymond) Donald Shipman of the class of 1937, joined the board of trustees in 1956. In World War II he was part of the Navy V-5 program, and later he became a Marine Corps Aviator in the South Pacific and the Philippines. Following World War II, he returned to his plumbing business in Hadley, but he was recalled to active duty during the Korean War. He retired in 1961 as a Lieutenant Colonel. Two of his five children are students at Hopkins Academy. Active in his church and his community, he served as a member of the school committee in 1949. He is also a member of the Hampshire County Airport Commission.

Dean ROBERT S. HOPKINS, JR.

Dean of Men at the University of Massachusetts, Robert S. Hopkins, Jr., has brought a varied and valuable background of experience to the board of trustees. Elected to membership in 1956, he has contributed much time and thought to the selection of books for the academy library and to interviewing candidates for the scholarships awarded each year by the trustees. A graduate of Rutgers University in 1935, he also obtained his master's degree there in 1947. He has attended the Bread Loaf School of English at Middlebury. Before assuming his duties at the University of Massachusetts, Mr. Hopkins was employed at the New York Stock Exchange, was an assistant dean at Rutgers, and was a major in the Airborne Infantry. He is a member of

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Phi Delta Kappa, Alpha Phi Omega, and Phi Eta Sigma. He is also a member of the Governor's Council on Educational Television.

Dr. ELINOR VAN DORN SMITH

The only woman ever elected a trustee of Hopkins Academy is Dr. Elinor Van Dorn Smith, a Hopkins graduate, who continued her education at Brown University, where she received B.A., M.A., and Ph.D. degrees. She is a professor of bacteriology and chairman of the department at Smith College, and she has been a visiting professor at both Amherst College and the University of Massachusetts. Descended from a long line of early Hadley settlers, she is the daughter of a former president and secretary of the board, Dr. Frank H. Smith, and the niece of another former board member, Arthur Howe. Before Dr. Smith's appointment to the board in 1960, only one other woman was proposed for membership as a trustee, and she was Minnie Ryan Dwight of the class of 1889.

ALLAN A. CAMPBELL

The most recently named trustee of Hopkins Academy, Allan A. Campbell, vice president of the Valley Bank and Trust Co. of Springfield, is a graduate of the University of Virginia and the School of Banking and Trusts at Rutgers University. He, too, is an active member of his community and a leader in civic and business affairs in Springfield. He has been associated with the United Fund campaigns, the Springfield Community Council, the Children's Study Home, the Springfield Day Nursery, the Wesson Memorial Hospital, the Wesson Maternity Hospital, and the board of governors of the Colony Club in Springfield. During World War II Mr. Campbell served four years with the U.S. Marine Corps. He brings to Hopkins Academy a wealth of financial experience that will be invaluable to the board of trustees in the management of the Hopkins Fund. Mr. Campbell is the sixth treasurer of the board since its incorporation in 1816.

Appendix J

HOPKINS ACADEMY ALUMNI CATALOGUE

Hopkins Academy is completing one hundred years as the free public high school of Hadley. An attempt has been made to list every graduate of the school since 1865. Dr. Ayres stated that there were no graduates between 1865 and 1873, the year when this catalogue officially begins. However, the name of Mary L. Jewett of the Class of 1866 was discovered among the trustee records.

Early in 1964 a letter was sent to every known graduate of Hopkins Academy. Alumni were asked to complete questionnaires about themselves and to provide information about those who are deceased. The information compiled here was obtained from the questionnaires and from families and acquaintances of the deceased. The school catalogues provided most of the information about the classes before 1895. Where no questionnaires were returned, only the name of the student as it appeared on the school lists is included.

Alumni are listed by class, with husband or wife in parentheses, followed by family, present occupation, education, and residence.

GRADUATES OF HOPKINS ACADEMY

Class of 1866

Jewett, Mary L.
(Mr. Taylor), teacher, a founder of
the Rhode Island College of Educa-
tion, Providence, R.I.

Class of 1873

Hawley, Augusta
South Hadley, Mass.
Marsh, Charles D.
Professor at Ripon College in Wis-
consin, Amherst 1877.
Shipman, Mary N.

Class of 1874

Ayres, Edward
Principal of Hopkins Academy 1878-
1880, Superintendent of Schools War-
ren, Mass. and LaFayette, Indiana,
Amherst 1878.
Bonney, Mary H.
(Fred E. Smith, Esq.), Smith Col-
lege, East Saginaw, Michigan.

Class of 1875

Bardwell, Emma C.
(F. J. Heavens), assistant teacher
at Hopkins Academy, 1880-1886,
Wallingford, Conn.

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Smith, Helen M.
(Henry S. Stockbridge, Jr.), Mount
Holyoke, Baltimore, Maryland.

Smith, Louisa H.
(Dr. Edwin H. Baxter), teacher in
Hadley and Lawrence, Westfield
State Normal School, Hyde Park,
Mass.

Class of 1876

Ayres, Edith J.
Teacher at Hopkins Academy, 1887,
Chicago, Brooklyn, Northampton,
Smith College, 1882.

Dickinson, Alice E.
Teacher at Hopkins Academy 1880–
1890, Greenfield and Hinsdale, West-
field State Normal School.

Dickinson, Emma S.
Chattanooga, Tennessee.

Pelletrier, Mary L.
North Cambridge.

Tuttle, George A.
M.D., Amherst 1883, New York City.

Class of 1877

Shaw, Caroline
(Fred McClure), Northampton.

Class of 1878

None

Class of 1879

Bell, Mary
(Charles Hastings), Amherst.

Cook, Annie
Teacher

Cook, Fanny A.

Hooker, Helen
(Frank Woodward), Northampton.

McCloud, Lucy C.
First woman member of the Hamp-
shire County Bar Association, first

Smith graduate to become a lawyer,
Smith College, 1885.

Marsh, Caroline

Pelletrier, Jennie
(Frank Davis), North Cambridge.

Reynolds, Jessie
(Henry R. Cook)

Smith, Lettie
Nurse, Chicago, Ill.

Tuttle, Charles A.
Instructor of History and Political
Economics at Amherst College,
Ph.D., Amherst, 1883.

Class of 1880

None

Class of 1881

Barstow, Sarah O.
(George R. Smith), Granby.

Bell, Caroline M.
(J. Wm. Salisbury), Broken Bow,
Nebraska.

Parker, Jennie E.
New Haven, Conn.

Richardson, Prudence
Teacher

Smith, Stella R.

Stebbins, Florence M.
(George Drury), teacher, Northamp-
ton.

Wright, Caroline B.
(William Oathout), Randallsville,
New York.

Class of 1882

Cook, Lydia A.
(Albert Smith), South Hadley.

Dwight, Marion McG.
Smith College, Boston.

Marsh, Emily R.
Teacher, Mount Holyoke, Saginaw,
Michigan.

Richardson, Jennie A.

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Class of 1883

Ayres, Agnes
Teacher
Fowler, Fred H.
Mass. Agricultural College, Boston.
Spear, Lizzie J.
(Charles Damon), Williamsburg.
White, Hattie E.

Class of 1884

Callahan, John R.
(Katherine Griffin), 2 children, lawyer, B.A., Amherst College and L.L.B., Boston U. Law School.
Pelissier, Mary E.
Teacher

Class of 1885

Doane, Caroline I.
Teacher, Smith College.
Doane, Frank B. Rev.
Amherst, Yale Divinity School.
Reed, Theodora W.
(James W. Drysdale), Smith.
Sawtelle, Etta L.
(Ralph Horton)

Class of 1886

Bell, Louise J.
(William Hyde)
Burke, Nellie G.
(Daniel O'Donnell), teacher.
Gray, Nellie L.
(Cady Elder)
Hannum, Jennie S.
(David Jones), teacher.
Richardson, Edwin A.
(Gertrude Shaw), Superintendent of Schools in Holden, Mass., Amherst College.
West, Thera F.
(Harold West), 1 child, teacher.

Class of 1887

Callahan, Catherine
Teacher, Westfield Normal School.
Johnson, Martha L.
(Frederick Goldstein), 3 children.
Seymour, Julia D.
(Homer Crosier)
Webber, Lucy F.
(Charles Nims), 5 children, homemaker and retired teacher, Westfield Normal School, resides in Greenfield. Mrs. Nims is the oldest living member of the Hopkins Academy Alumni Association.

Class of 1888

Cook, Mary A.
Teacher at Hopkins for many years.
Doane, Sarah D.
Teacher, Bridgewater Normal School.
Dwight, Julia S. L.
Smith College, artist, world traveler. In 1961, the Julia S. L. Dwight Fund of \$5,000 was established; the annual income is used for library purposes.
Enderton, Hattie L.
(Albert Wales), Amherst.
Freeman, Hattie L.
(Samuel Edwards), Haydenville.
Haskins, Hattie E.
(Homer F. Cook), 2 children, teacher.
Lyons, Annie S.
Shaw, Gertrude L.
(Edwin A. Richardson), New Jersey.
Smith, Frank H.
(Grace B. Howe), doctor, past president and secretary of the board of trustees of Hopkins Academy.

Class of 1889

Bayne, Howard H.
Attorney, Illinois.

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Cook, Mary L.
Nurse, New Haven, Conn.
Emond, Mary D.
Teacher
Gates, Bertha H.
(Mr. Thayer), was a teacher at Hop-
kins.
Halpin, Annie
Secretary
Lane, John E.
Teacher, Connecticut.
Pelletier, Eugene
Pelissier, Maria A.
Secretary
Ryan, Ellen M.
(John Dwyer), 4 children, teacher.
Ryan, Minnie A.
(William G. Dwight), 3 children,
oldest living woman newspaper edi-
tor (Holyoke Transcript-Telegram)
at the time of her death in 1957.
Smith, Cotton A.
Walsh, Catherine A.
(Married), nurse.

Class of 1890

Allen, Sarah T.
(Philip Leavenworth), teacher, Supt.
of Schools, Rutland County, Vt.,
Smith College.
Belden, Alice M.
(John D. Plummer), teacher.
Collins, Elizabeth C.
Resides in Los Angeles, California.
Howe, Grace B.
(Frank H. Smith), 2 children,
teacher.
Johnson, Nettie L.
(John Simmons)
Pelissier, Edward C.
Former postmaster in Hadley.
Richardson, Eva L.
(Herbert Chaffee)
Sanderson, Mary I.
(Jason C. Johnson), retired teacher

and homemaker, Hyannis Normal
School, resides in Belchertown.
Shea, Catherine M.
West, Jennie H.

Class of 1891

Bissell, Eleanor S.
(F. Herbert Thayer)
Connolly, Margaret A.
(William McGilpin), bookkeeper
prior to marriage, presently a home-
maker, business college, resides in
Southbridge.
Dalton, John Edward
Doctor
Gates, Mary F.
(Abner Searle), 4 children, taught
school in Hadley.
Johnson, George E.
Electrician
Keefe, Kate L.
(James Byron), 2 children.
Kingsley, Mary R.
(Fred Bartlett)
McQueston, S. Etta
(Samuel Russell), 2 children.
Ryan, Bridgid A.
Teacher and pioneer in 4-H work.
Whalen, Kate L.
Teacher, California.

Class of 1892

Davis, Mary I.
(Arthur E. Shattuck), homemaker,
resides in Springfield.
Lane, Amy S.
LaSalle, Anna L.
McQueston, Anna T.
(Clifton Johnson), 5 children,
teacher.
Pellissier, Anna E.
(Nicholas Powers), 4 children, Had-
ley.
Powers, Julia A.

APPENDIX J

Shipman, Mabel L.
Teacher
Whalen, Nellie E.
Was assistant postmaster, California.

Class of 1893

Clarke, Julia B.
(Fred Lawrence), 1 child, teacher.
Emond, Theodore
Worked for Holyoke Street Railway.
Halpin, Mary E.
Legal secretary, Holyoke Business School.
Hickey, Lucy A.
Florist, Holyoke, Mass., Smith College.
Johnson, Jennie A.
(J. Paul Chase), 2 children, Yonkers, N.Y.
Johnson, Julia E.
(Lewis Cutler), 3 children, Smith College.
Miller, Grace D.
(William Herrick), Smith College.
Reynolds, Fordyce T.
(Widower), 3 children, retired, taught in Kansas and Minnesota, Superintendent of Schools in New Hampshire and Mass., Brown, Columbia, and Clark U., also studied in Paris, resides in Hadley. Mr. Reynolds is a trustee of Hopkins Academy.
Russell, Susie M.
(Charles S. Abbott), 2 children, homemaker, Childs' Business College Normal School, resides in North Hadley.
Sanderson, Lucy W.
Teacher
Whalen, Margaret L.

Class of 1894

Bayne, Arthur S.
Dentist

Bonney, Frank S.
Cook, Rufus H.
Lawyer, Special Justice of Probate Court for Hampshire County, and former trustee of Hopkins Academy, Brown.
Howe, Arthur C.
Former trustee of Hopkins Academy, resides in Hadley.
Keefe, Nellie L.
Knapp, Helen A.
(John Kratzer), teacher, Merchantville, N.J.
Lane, Wallace R.
Patent lawyer in Chicago, former trustee of Hopkins Academy, Brown. Listed in Who's Who.
Pelissier, George E.
Engineer, Holyoke Street Railway.
Pelissier, Julia A.
(Louis Emond), 1 child.
Pelissier, Louis J.
Former school committee member.
Ryan, James R.
Attended Holy Cross.

Class of 1895

Barstow, Ida M.
(Earl Bagg)
Bell, Loren E.
Bonney, George P.
Conant, Edward E.
Conant, Mary S.
Retired teacher, A.B., Smith College, resides in St. Petersburg, Fla.
Crosier, John A.
Lawyer, former Clerk of District Court of Hampshire County.
Greene, Harry B.
McQueston, Charles W.
McQueston, Robert J.
Former trustee.
Pelissier, Alice D.
(Laughton Brigham)
Richardson, Dwight A.

HOPKINS ACADEMY & THE HOPKINS FUND

Shea, William J.
Smith, Ralph W.
White, Clara I.

Class of 1896

Anable, Louis A.
Barry, John C.
Cahill, Joseph F.
Farmer
Church, Helen F.
Clark, John M.
(Margaret Smith), Mass. Agricultural College.
Greene, Julia A.
(Frank Bonney)
Hurd, Myra I.
Was a teacher in Hadley.
Kendall, Ina R.
(Frank Bean)
Lane, Wilfred C.
Morgan, Ella A.
(Herbert Newman), resides in Summit, N.J.
O'Neil, Thomas E.
Pelissier, Frank H.
Was Hadley Town Clerk, Treasurer, and Tax Collector.
Russell, Nellie M.
Sanders, Beulah C.
(Thomas Hastings), resides in Ware, Mass.
Sanders, Edna M.
Smith, Margaret E.
(J. M. Clark)
Smith, Marion H.
(Ernest Smith), 4 children.
Thayer, Laura S.
(Maurice Neal), resides in Connecticut.
Thayer, Lucy C.

Class of 1897

Halpin, Katie L.
Kendall, Lizzie A.
(E. W. Packard)

Kentfield, Leila E.
(Edwin R. Smith)

Class of 1898

Cook, Agnes H.
(Fred Bliss)
Richardson, May A.

Class of 1899

Clark, Elizabeth R.
Dickinson, Mary Brown
(William R. Cutter), 3 children, retired homemaker, resides in Northampton. Mrs. Cutter is a descendant of Nathaniel Dickinson.
Ingram, Estella L.
Kingsley, Lephia N.
Lane, Susan C.
Mulcahey, Annie R.
O'Neil, Lily M.
(William Williams)
Pelissier, Sadie J.
(Alexander Ferguson), 2 children.
Russell, Isabel H.
(John Goodrich)
Tuttle, Bertha M.
(Edmund Smith)

Class of 1900

Barry, May
Kendall, Elsie
(Ernest Capson)
Parker, Seymour
(Ethel Ruiter), 3 children, Hadley selectman.
Scott, Fanny
Wadsworth, Elberta
(Charles Marriet)

Class of 1901

Pelletier, Eva L.

APPENDIX J

Shipman, Grace
(Alfred Dale)
Waskiewicz, Catherine

Class of 1902

Davis, Eva G.
(Benjamin Effex)
Greene, Stella S.
(Martin Pascoe)
Pelissier, Katherine H.
Secretary
Randall, Lawrence A.
(Grace Russell), 2 children, former
trustee of Hopkins Academy.
Sartwell, Julia V.
Teacher, Westfield State Normal
School.

Class of 1903

Cook, Helen M.
(William Bowen)
O'Donnell, Mary A.
Retired, resides in Hadley.
Shockro, Joseph P.
Wadsworth, Martha R.
(Carl Heiden)

Class of 1904

Barstow, Luther H.
(Bessie Cook), 8 children, former
trustee of Hopkins Academy.
Conant, Luther C.
Registered professional engineer and
real estate broker, C.E., Polytechnic
Institute in Brooklyn, resides in
Bethlehem, Pa.
Cook, Laura M.
Eddy, Grace N.
Frank, Edith M.
(M. J. Slattery)
Johnson, Esther E.
Picard, Aurelia S.
(William Burns)

Searle, Ruth S.
(D. H. Keedy)

Class of 1905

Adams, Leon G.
Conant, Arthur T.
Former trustee of Hopkins Academy,
resides in No. Hadley.
Hickey, Thomas R.
(Alice Shea), 2 children, lawyer,
Amherst College.
Russell, Annie A.
(Charles Pelissier)

Class of 1906

Cook, Bessie E.
(Luther Barstow)
Eddy, Lucia M.
Kempis, Katherine A.
May, Caroline E.
O'Donnell, Bridie E.
Retired secretary at U. of Mass.,
Northampton Commercial College,
resides in Hadley.
Smith, Gertrude E.
Wood, Marion E.
(Emerson Searle)

Class of 1907

Adams, Florence W.
Retired teacher, B.A., Mt. Holyoke,
resides in East Greenwich, R.I.
Allen, Fanny G.
Retired teacher, B.A., Mt. Holyoke,
Western Reserve U. Summer School
of French, Smith graduate work in
French, resides in Northampton.
Barstow, Edith R.
Professor at Mt. Holyoke College.
Barstow, Harold D.
Cowing, Ruby M.
(Raymond E. Hurd), retired teacher,
Westfield Normal School, resides in
Northampton.

HOPKINS ACADEMY & THE HOPKINS FUND

Hibbard, Beatrice J.
(Bennet Porter), Pratt Institute.
Johnson, Oscar A.
(Mae Bliss), resides in Hadley.
Sabin, Leroy C.

Class of 1908

Culver, M. Lima
Denio, Rosemond O.
Hibbard, Christine B.
Searle, Emerson S.
(Marion Wood), lawyer, Amherst College and Boston U. School of Law, resides in Amherst. Mr. Searle is a trustee of Hopkins Academy.

Class of 1909

Hickey, Nellie M.
(Jeremiah T. Shanahan), 3 children, homemaker and retired teacher, Framingham Teachers' College and U. of Mass., resides in Turners Falls.
Kelley, John S.
Sartwell, Clara L.
Retired seamstress.

Class of 1910

Barstow, Miriam A.
(Fred H. Laurence), retired teacher and dietitian, Framingham Normal School, resides in East Brewster.
Cook, Henry R.
Devine, Edith
(Herbert A. Clark), Northampton Commercial College, resides in Amherst.
Flaherty, Marguerite A.
Retired teacher, resides in Springfield.
Grebin, Mark A.
Horton, Alice S.
Retired, resides in Northampton.
Kelley, Agnes M.

Kentfield, Annie L.
Pierce, Carl S.
Prince, Mabel M.
(Alphonse LeDuc)

Class of 1911

Barstow, Florence E.
Housekeeper, resides in Warwick, R.I.
Cowles, Austin C.
Farmer and janitor, resides in Hadley.
Hibbard, Ernest W.
Mr. Hibbard is a trustee of Hopkins Academy.
Kendall, Clarence A.
Russell, Ernest S.
Former trustee and president of the board of trustees of Hopkins Academy.
Sabin, Grace E.
(W. Clyde Noble), 1 child, secretary and homemaker, Northampton Commercial College, resides in Northampton.
Scott, Edith M.
Greenfield.
Smith, Ruth E.
(Linn Underwood), 4 children, homemaker, Northampton Commercial College, resides in Hadley.

Class of 1912

Comins, Mildred L.
(Robert L. Coffin), 2 children, retired nurse, National Training School for Certified Nurses, resides in Amherst.
Cowing, Josephine W.
(A. B. Jordan)
Crosier, Charles L.
Retired Assistant Secretary of Ætna Casualty and Surety Co., Hartford, Conn., B.S., Mass. Institute of Technology, resides in Rocky Hill, Conn.

APPENDIX J

Flaherty, Mary E.

Retired teacher, resides in Springfield.

Horton, Raymond H.

(Marion White), was Hadley postmaster.

Liang Shu Yen

Kelley, Nora T.

Retired teacher, North Adams Normal School, resides in Northampton.

Kentfield, Jennie E.

(Winfred P. Cowles), homemaker, attended Framingham Normal School, resides in Amherst.

Mimitz, Joseph R.

Phillips, Gertrude S.

(Walter Wilcox), retired nurse, Holyoke Hospital Training School.

Richards, Everett S.

(Olive Richards)

Russell, Florence O.

Smith, Ralph Hunt

Farmer, resides in Hadley.

White, Catherine M.

Class of 1913

Flaherty, Catherine G.

Secretary in Springfield.

Gale, Clarence

Lost his life in World War I.

Gardener, Maud I.

(J. W. O'Connell)

Kendall, Waldo W.

O'Leary, Charles H.

(Married), 2 children, Holy Cross.

Parent, Olive B.

(Wilfred Bertrand)

Picard, Louis F.

Sabin, Laura H.

Scanlon, Alice V.

Retired secretary, Northampton Commercial College.

Taylor, Elsie M.

(G. R. Moseley)

Class of 1914

Comins, Esther M.

(J. H. Johannesson), teacher and principal, Fitchburg Normal School, resides in Winchendon.

Cowing, Marion M.

(H. W. Angier)

Dalton, Marion E.

Ferry, Christine I.

Hardy, Amy F.

(Owen Barrow)

Hastings, Margaret B.

(John MacIver)

Keefe, Marion M.

Teacher in Malden.

Kentfield, Frederick J.

(Helen Miller), 3 children, manages own dairy, resides in Hadley.

Scott, Mary H.

(Mr. Sadd)

Taylor, Della F.

Taylor, Helen I.

(Albert Highton)

White, Anna Catherine

(James Fleming)

White, Helena A.

Class of 1915

Burke, Grace M.

(Louis Kelley), 2 children, taught at Hopkins and in Stratford, Smith College, resides in Stratford, Conn.

Comins, Lucia B.

Retired teacher and artist, operates an art-craft shop, Fitchburg State Teachers' College, B.E., Mass. School of Art, and advanced courses at N.Y.U. and Columbia, resides in Wassaic, N.Y.

Crosier, Grace A.

Librarian, resides in Hadley.

Davis, Stella M.

(Albert Niethamer), retired teacher, Mt. Holyoke College, resides in California.

HOPKINS ACADEMY & THE HOPKINS FUND

Dwyer, J. Marcus
(Margaret O'Connell), retired, Wil-
liston Academy, resides in No. Had-
ley.
Grebin, Grace E.
Heiden, Margaret A.
Retired teacher and nurse, North Ad-
ams Normal School, Hyannis Nor-
mal School, and a nursing course in
Providence, R.I., resides in Leeds.
Hibbard, Ralph C.
(Marion Hillman)
Kershlis, John J.
Morton, Carlton E.
(Mildred Kellogg), 3 children, re-
tired florist, resides in Hadley.
Murray, Harold F.
(Minnie Schafer), retired postman,
resides in Hadley.
Reynolds, Jeanne S.
(Raymond Keeler)

Class of 1916

Barlow, Delphina C.
(Harold Brotherton)
Callahan, Ellen E.
Retired teacher, A.B. and M.A.,
Smith College, resides in Hadley.
Gale, Myron L.
Retired owner of Gale Motors, re-
sides in Thompsonville, Conn.
Hoffman, Dorothy H.
(Carl Norton)
Johnson, Margaret B.
(Walter F. Rutter), 2 children,
homemaker, attended Simmons Col-
lege, resides in Littleton, Mass.
Lawrence, Marion C.
(Waldo Kendall), 2 children.
Lester, Evelyn A.
(Maurice McKelligott), 5 children.
Reynolds, Francis C.
Russell, Grace E.
(Lawrence Randall), 2 children.
Smith, Chester A.

Class of 1917

Barlow, Charlotte L.
(Married), nurse.
Cook, Donald H.
Dixon, Frank H.
Edwards, George R.
Retired, Electrical Trade School, re-
sides in Hadley.
Eldridge, Dean Stratton
Flaherty, Jane S.
Retired teacher, resides in Spring-
field.
Fydenkevez, Edward
Gardner, Rena E.
(Kenneth Norton), retired supervi-
sor, S. Kann Sons Co., resides in St.
Petersburg, Fla.
Kelley, Julia M.
(George Allen), nurse, resides in
Brooklyn, N.Y.
Kokoski, Frank J.
Works in experiment station in N.Y.,
U. of Mass.
Norton, Kenneth E.
Phillips, Doris B.
Smith, Myron H.

Class of 1918

Bishko, Catherine M.
(Martin Winninger), homemaker,
resides in Northampton.
Burke, Florence M.
Callahan, John R., Jr.
Lawyer, Columbia, former Hamp-
shire County Commissioner.
Comins, Olive G.
(Clifton F. Hubbard), homemaker
and antique dealer, lecturer on an-
tiques, on the school committee for
twelve years, resides in Sunderland.
Devine, John E.
(Mary Kelley), 4 children, farmer,
Hadley town accountant, assessor in
Hadley for 33 years.

APPENDIX J

- Dwyer, William E.
(Margaret Clifford), 1 child, lawyer,
A.B., Amherst, and L.L.B. Boston
U. School of Law, resides in North-
ampton. Mr. Dwyer is the present
president of the Hopkins Academy
Board of Trustees.
- Fairman, Frances L.
- Flaherty, Johanna R.
(Bernard Geary), retired teacher.
- Jekanowski, Florence B.
At home, resides in Holyoke.
- Jekanowski, Lena
(Joseph Kokoski)
- Johnson, Arthur S.
(Margaret Batchelder), retired vice
president of Johnson's Bookstore, di-
rector, Valley Bank & Trust Co., re-
sides in Longmeadow. Mr. Johnson
is the present secretary of the Hop-
kins Academy Board of Trustees.
- Johnson, Roger
President of Johnson's Bookstore, di-
rector of Third National Bank of
Springfield, resides in Hadley.
- Keefe, Helen C.
Retired teacher.
- Keefe, Mae V.
(James V. Flynn), teacher.
- Kokoski, Charles J.
(Rose Kusek), 3 children, produc-
tion manager in electrical corpora-
tion, Bay Path Institute, resides in
Baltimore, Md.
- Lehane, Nora T.
- Lyman, Earl F.
- Miller, Helen M.
(Fred Kentfield), 3 children, home-
maker and partner in husband's
dairy, Mass. State College, resides
in Hadley.
- Miller, Lela
(Cleon B. Johnson), 3 children,
homemaker, Cooley Dickinson Hos-
pital School of Nursing, resides in
Ipswich, Mass.
- Montgomery, Grace E.
(John R. Callahan), 2 children,
physiotherapist until 1934, now a
homemaker, Boston School of Physi-
cal Education, Walter Reed Hospi-
tal School of Physiotherapy and 1
year at Smith, resides in Hadley.
- Montgomery, Marion E.
(Mrs. Durgin)
- Neil, Polly C.
Nurse, Cooley Dickinson Hospital
School of Nursing, resides in Brook-
lyn, N.Y.
- Neil, Sabina E.
- Nicpon, Victoria
(Joseph Szykier), teller, Hampshire
County Trust Co., Northampton
Commercial College, resides in
Northampton.
- Pichette, George F.
- Powers, Margaret M.
(William E. Palmer), 2 children, re-
ceptionist at U. of Mass. Newman
Center, attended Northampton Com-
mercial College, resides in Amherst.
- Reardon, Helen E.
(Lyman Randall)
- Scanlon, Catherine A.
- Scott, Alice A.
(Edward Headberg)
- Toole, Mary E.
(Frank Hale)
- Whitaker, Carl F.
- White, Florence A.
- White, M. Ethel
- Yarrows, Mary
- Class of 1919*
- Banasieska, Apolonia M.
(Louis J. Parzych), L.P.N. at West-
over A.F.B., Northampton Commer-
cial College, Grace Hospital School
of Nursing, resides in Holyoke.
- Bemben, Mary
- Devine, Mary R.

HOPKINS ACADEMY & THE HOPKINS FUND

Hickey, Eva G.

(John P. Curran), 3 children, taught in Hadley and in Conn., presently the supervisor of attendance and pupil placement in Westfield School Dept., Westfield State Teachers' College, resides in Westfield, Mass.

Jekanowski, Agnes T.

Jekanowski, Julia L.

Kremensky, Catherine J.

Lester, Esther J.

Mazeski, Edward J.

Physical education instructor, B.P.E. from Springfield College, Master's degree, Univ. of Pittsburg, resides in Miami, Fla.

Szafer, Joseph S.

Toole, Harold E.

Class of 1920

Abbott, Elizabeth M.

(Alfred S. Nichols), 4 children, homemaker and secretary, Northampton Commercial College, resides in Williamsburg.

Bilski, Frank P.

Flaherty, Julia A.

Kokoski, Henry J.

Farmer, resides in Hadley.

Lehane, James F.

Montgomery, Doris E.

Reardon, William T.

Scott, Lorena C.

(Kenneth Wood), teacher at Hopkins Academy five years, registered pharmacist and president of F. W. Wood Pharmacy, Inc., A.B. from Bates, New England College of Pharmacy, resides in West Upton.

Scott, Roger

White, Helen M.

White, Marion E.

Class of 1921

Bistrek, Helen M.

Comins, Dorothy P.

(Frank M. Page), homemaker and painter, has exhibited paintings at art shows, resides in Springfield.

Connelly, John M.

Dwyer, Edward M.

District Manager, N.Y. Telephone Company, Dartmouth.

Fairman, Frederick D.

(Camille H.), 1 child, sales representative of A.L.A., Stockbridge, resides in Bolton.

Hill, Bradford M.

Acting Chief Librarian for Reference and Research Services at Boston Public Library.

Hill, Constance

(Lee Higgins), 2 children, secretary at Cooley Dickinson Hospital, permanent secretary of the Hopkins Academy Alumni Association, Fitchburg Normal School, resides in No. Hadley.

Horton, Dorothy E.

(Charles D. Stearns), head bookkeeper and teller, First National Bank of Northampton, Northampton Commercial College, resides in Northampton.

Kelley, Margaret L.

Teaching principal, Westfield Normal School, resides in Northampton.

McLean, M. Viola

Mather, Hazel M.

McQueston, Helen B.

Bookkeeper, A.B., Pembroke College, resides in Hadley.

Miller, Margaret E.

(Ralph H. Smith), teacher and homemaker, Westfield State Teachers' College, resides in Hadley.

Murphy, Grace E.

Smith, Elinor Van Dorn

Professor and Chairman of Dept. of Bacteriology at Smith College, was visiting professor at Amherst, was research associate at Brown, visiting

APPENDIX J

professor at U. of Mass., and Dean of Classes 1948 and 1958 at Smith; A.B., M.A., and Ph.D., Brown U., resides in Hadley. Dr. Smith is a present member of Hopkins Academy Board of Trustees.

Class of 1922

Banasieska, Sophie J.
(Leo Pelland)
Coffey, Edward R.
Crafts, Gertrude D.
(Roland Porter), 1 child, homemaker, nurses' training in N.H., resides in Wilder, Vt.
Jekanowski, Edward J.
Keefe, Julia A.
Kremensky, Josephine A.
Kremensky, Sophie M.
Mazeski, Helen M.
Mileski, John P.
Mokrzecky, John A.
Burdett College, resides in North Hadley.
Neil, Mary V.
Pelissier, Harold A.
Slaby, Mary C.
(Carlton DeGowin), homemaker, resides in Amherst.
Suleski, Edward
Toole, Kathryn V.
White, Ethel C.
Wasko, Jennie F.
(Peter P. Ball), dental hygienist and ceramics teacher, Columbia, resides in West Springfield.
Yarrows, Joseph

Class of 1923

Banasieska, Edward J.
Chmura, William
Comins, James L.

Emond, Edward J.
Flaherty, Thomas J.
Johnson, Irving M.
Lecturer, world traveler.
Keefe, Olive M.
(Joseph T. Clapper), secretary, Northampton Commercial College, B.A., New Rochelle College, resides in Scarsdale, N.Y.
Kowal, Joseph E.
Kozera, John C.
Mather, Mabel J.
(James M. Fennessy), 2 children, homemaker and nurse, Northampton Commercial College, Bay Path Institute, R.N., Roosevelt Hospital School of Nursing, resides in Orange, N.J.
Miller, Eleanor B.
Teacher, A.B. from Smith, M.A. from U. of Vt., resides in Hadley.
Pierce, Mildred H.
Pratt, Martha Elizabeth
(Theodore E. Waldo), 6 children, was a dietitian, now homemaker and office worker, Mass. Agricultural College, resides in Springdale, Conn.
Reardon, Mary T.
Scott, Emily D.
(George Hawksley), resides in Bridgeport, Conn.
Szafer, Helen F.
(Mrs. Moske)
Toole, Margaret C.
Curator of Paintings at Mead Art Building at Amherst College, co-author of 2 books, A.B. from Smith, and courses in art, history and languages at Smith and Amherst, resides in Amherst.
West, Osborne C.
Whitaker, Lewis H.
(Married), 2 children, banker, B.S. from U. of Mass., resides in Grosse Pointe Woods, Mich.
Zenzaya, John M.

HOPKINS ACADEMY & THE HOPKINS FUND

Class of 1924

- Abbott, Bernice C.
(Hanford Taylor), teacher, Fitchburg Normal School, resides in West Suffield, Conn.
- Barlow, Harriette M.
- Bemben, Henry E.
- Bishko, Anna
- Fairman, Ethel E.
- Hickey, Dorothy M.
Teacher in Northampton, former teacher in Hadley, Westfield State Teachers' College, resides in Hadley.
- Jekanowski, Andrew P.
- Keefe, William Francis
(Katherine M. McCarthy), buyer and manager at Haynes and Co. in Springfield, attended Northampton Commercial College, was a Major in Exchange Service in U.S. Army in China-India-Burma Theatre, lost his life in World War II (June 1, 1946), resided in Hadley.
- Maclean, Theodore E.
- Mahoney, Mae E.
- McQueston, Robert J., Jr.
- Smith, Leslie R.
- Suleski, Thaddeus
- Wanczyk, John H.
Purchasing agent, defense supply, resides in West Englewood, N.J.
- Wentzel, Ruth E.
- Wasko, Josephine D.
Secretary, V.A. Hospital, Northampton Commercial College, resides in Northampton.

Class of 1925

- Babb, Horace O.
Banker, resides in Amherst.
- Coffey, William J.
- Cook, Florence M.
- Jekanowski, Harry J.
(Estelle Gnatek), 2 children, Hamp-

shire County Judge of Probate, L.L.B., Boston U., resides in Northampton. Judge Jekanowski is a present member of Hopkins Academy Board of Trustees.

- Keefe, Katherine G.
(Anthony J. Blyda), teacher at Hopkins Academy 1929-1938, now homemaker, B.A., New Rochelle College, graduate courses at U. of Vt. and U. of Mass., resides in Hadley.
- Murphy, Charles D.
- Murray, Gladys E.
- Rojko, John V.
- Shockro, Harold J.
Therapist at V.A. Hospital, retired telegrapher and manager of Western Union Telegraph Co., U. of Mass. and Northampton Commercial College, resides in Florence.
- Tudryn, Edward
- West, Roger
- Wzorek, Chester W.

Class of 1926

- Banasieski, Helen E.
(Harold J. Winters), staff nurse at Cooley Dickinson Hospital, Grace Hospital School of Nursing, resides in Hadley.
- Caraman, Elizabeth G.
- Debraynio, John M.
- Gwozdzik, Mary A.
- Jekanowski, Jacob P.
- McQueston, Dorothy E.
Teacher and Head of English Dept. at Gateway Regional J-S High School, B.A., Pembroke College, trustee of Hamilton Memorial Library in Chester, Mass., resides in Hadley.
- Mitchell, Clarence H.
Greenhouse foreman, resides in Amherst.
- Nycz, Joseph T.

APPENDIX J

Pekala, Joseph G. Dr.

Physician, U. of Vt., resides in Northampton.

Scott, Ruth E.

Academics teacher at Smith's Vocational High School, choir director and organist at Second Congregational Church in Hadley, pageant chairman of Hadley Tercentenary Committee, teacher at Hopkins Academy from 1932 to 1943, B.S. from U. of Mass., resides in North Hadley.

Shockro, Clarence G.

Smith, Elizabeth M.

Szafer, Maxie

Toole, Josephine A.

(Edward Tudryn)

Wanczyk, Edward C.

(Clementine A. Gwozdik), 3 children, farmer, Hadley selectman, member of Hadley School Committee and the Board of Registrars, resides in Hadley.

West, Marion E.

Assistant matron, household-arts course, resides in Easthampton.

Wosko, Mary J.

Wzorek, Jennie C.

Zaskey, Mary D.

Zygmunt, Catherine M.

Class of 1927

Bak, John J.

Coffey, James R.

Gwozdik, Clementine A.

(Edward C. Wanczyk), 3 children, teacher in Hadley, Fitchburg Normal School, courses at U. of Mass., Springfield College, and the College of Our Lady of the Elms, resides in Hadley.

Hannigan, Thomas J.

Five children, foreman at Amherst College, attended Northampton Commercial College, resides in Amherst.

Karakula, Agnes I.

Martula, John T.

(Helen Krufka), 3 children, general insurance, Bay Path Institute. Mr. Martula is a trustee of Hopkins Academy.

Miller, Marion R.

Pierce, Miriam C.

Nurse, Franklin County Public Hospital School of Nursing, resides in Hadley.

Pineo, Victor C.

Sadlowski, Statia C.

Scott, Perlia F.

Suleski, Sabina J.

Tolper, John C.

Farmer, resides in Hadley.

Waskiewicz, Agnes E.

West, Lewis P.

White, George E.

Zaskey, Laura G.

At home, resides in Hadley.

Class of 1928

Barstow, John R.

(Esther Searle), 1 child, owns and operates Barstow's Long View Dairy, resides in Hadley.

Bloyder, Joseph F.

Debraynio, Mary M.

(Stanley A. Kostka), homemaker, resides in W. Hartford, Conn.

Groch, Victoria E.

Hickey, Ruth A.

(Ralph Sullivan), nurse at Amherst College Infirmary, Cooley Dickinson Hospital School of Nursing, resides in Amherst.

Jekanoski, Stanley C.

Manager, Farm Credit Office, B.S. from Colby College, resides in No. Hadley.

Jekanowski, Eugene J.

Sales manager, B.S. from Bates, resides in Sunderland.

HOPKINS ACADEMY & THE HOPKINS FUND

Kremensky, Victoria K.
 Kulisz, William H.
 Kwoka, Agnes M.
 Kwoka, John E.
 Kwoka, Josephine R.
 Lee, Georgia W.
 (Preston Atwood), teacher, North
 Adams Normal School, resides in
 Belchertown.
 Mitchell, Viola E.
 Teacher and principal, North Adams
 Normal School, courses at U. of M.,
 resides at Amherst.
 Muzyka, Stephen S.
 Pekala, Anthony J.
 Pelissier, Mildred J.
 (Benjamin Fussell), 2 children,
 secretary - receptionist, Northampton
 Commercial College, resides at Fort
 Lauderdale, Fla.
 Sarna, Josephine M.
 Taft, Barbara
 Wentzel, Edward G.
 Zuchowski, Martha M.

Class of 1929

Adams, Amelia E.
 Bemben, Josephine D.
 Coffey, Esther M.
 (Michael Babiak), 3 children, home-
 maker, resides in Huntington.
 Kobyera, Helen A.
 (Frank Wilkes), homemaker, resides
 in No. Hatfield.
 Mokrzecki, Lucy D.
 Nycz, Josephine D.
 Pelissier, Helen L.
 Pelissier, Raymond F.
 Director of the School of Business
 Administration at Georgetown U.,
 Management Consultant, was con-
 sultant on executive training to gov-
 ernments of India and Mexico; B.S.
 and M.S., U. of Mass., Harvard
 Graduate School of Business Admin-

istration, Ph.D. from American U.,
 resides in Arlington, Virginia.
 Sadlowski, Henry L.
 Taft, Russell E.
 Supervisor, W. Mass. Electric Co.,
 B.S., U. of Mass., resides in Agawam.
 Tolper, Helen L.
 Uchneat, Stanley J.

Class of 1930

Bishko, Martha A.
 Bowen, Helen R.
 Cook, Gordon M.
 Day, Marion A.
 (Robert Ellison), teacher, A.B., Mid-
 dlebury College, resides in Canton,
 Conn.
 Debraynio, Sophie A.
 Doskotz, Stanley J.
 (Zinaida), 1 child, instructor of or-
 namental horticulture, N.Y.U., U. of
 Mass., resides in Farmingdale, L.I.,
 N.Y.
 Drozdal, Edward A.
 Supervisor, Northampton State Hos-
 pital, Northampton Commercial Col-
 lege, resides in So. Deerfield.
 Dwyer, John W.
 Fydenkevez, Peter E.
 Gesiorek, Stella A.
 Gwozdik, Nellie S.
 Horton, Dwight R.
 Hurd, Ruth C.
 Jekanowski, Sophie C.
 (Mr. Filipkowski), 2 children,
 teacher, North Adams State Teach-
 ers' College, resides in Whately.
 Jekanowski, Thomas R.
 Kusek, Caroline C.
 McQueston, Ruth
 Teacher at Northampton Commercial
 College, taught at Hopkins Academy
 1935-1948, secretary of Hadley Farm
 Museum Association, chairman of
 Open House Committee, Hadley Ter-

APPENDIX J

centenary Committee, B.S., Middlebury College, resides in Hadley.
 Mitchell, Gladys R.
 Murphy, John F.
 Pelissier, Louis
 Pierce, Murtis
 Pineo, Clare L.
 Powers, Helen L.
 (Walter L. Papp), homemaker and assistant librarian at Clapp Memorial Library, B.S., U. of Mass., resides in Belchertown.
 Sanders, Ruth
 Searle, Miriam F.
 Suleski, Charles H.
 Surgen, Agnes G.
 (Walter Bozek), homemaker, formerly library assistant in Japan, attended Ballard School of Business and New York City Red Cross Library course, resides in Frankfurt, Germany.
 Wanat, Mary A.
 Wiater, Florence M.
 Zaskey, Henry R.
 Supervisory Accounting Technician, Westover A.F.B., Northeastern U., Northampton Commercial College, resides in Chicopee.

Class of 1931

Barstow, Roger C.
 President and treasurer of R. C. Barstow Trucking Co., chairman of the Hopkins Academy Building Committee, commissioner of Hadley Water Supply District, Hadley building inspector, treasurer of Hadley Farm Museum Association, resides in Hadley.
 Connolly, Helen M.
 (Francis T. Keefe), 3 children, homemaker, B.S., U. of Mass., resides in Wellesley Hills.
 Cook, Dorothy F.
 (Roger L. Warner), 3 children,

homemaker and director of nursery school, B.S., U. of Mass., resides in Fairfield, Conn.
 Day, Evelyn S.
 (Richard Ruddeforth), secretary at U. of Mass., Northampton Commercial College, resides in Amherst.
 Dec, Mary M.
 Drozdal, Catherine E.
 Gouger, Wilma Isabel
 (Lester B. Haust), 1 child, homemaker, R.N., New England Hospital for Women and Children, resides in Romulus, N.Y.
 Kulikowski, Charles J.
 Martula, Joseph C.
 Studied at Stockbridge, resides in Waltham.
 Niksa, Stanley L.
 Pelissier, Ruth E.
 Pineo, Shirley B.
 (Edward Sofinowski), 4 children, homemaker, Mt. Tom.
 Powers, Mary A.
 (Harry S. Hinckley), 1 child, homemaker and office clerk, Northampton Commercial College, resides in Wareham.
 Procon, Helen
 Reardon, Margaret E.
 Reed, Philip C.
 (Finis MacLeod), 2 children, front page and telegraph editor, Daily Hampshire Gazette, Deerfield Academy, B.A. from U. of Miami, graduate courses at U. of Mass. and Boston U., resides in Hadley.
 Russell, Dorothy M.
 Teacher at Russell School, B.S., North Adams State Teachers' College, additional courses at U. of Mass. and Springfield College, served on the Hadley Tercentenary Historical Committee, resides in Hadley.
 Sarna, Anna E.
 Searle, Paul W.

HOPKINS ACADEMY & THE HOPKINS FUND

Suleski, Mary A.
Wanczyk, Nellie V.
 (Joseph A. Warzocha), 1 child,
 homemaker and works at Belcher-
 town State School, resides in Three
 Rivers.
Waskiewicz, John A.
Wentzel, Lawrence F.
Zenzaya, Helen A.
Zygmunt, Veronica V.

Class of 1932

Baj, Anna C.
Bak, Marion I.
 (William Morrison), nurse at Cooley
 Dickinson Hospital, R.N. at Provi-
 dence Hospital School of Nursing,
 resides in Florence.
Bemben, Michael E.
Callahan, John W.
Coffey, David D.
Czajkowski, Janina M.
 Associate professor at U. of Conn.,
 B.S. from U. of Mass., M.S. from
 Cornell, Fellowship at Harvard,
 Ed.D. from Boston U., also studied
 at Columbia and Colorado State U.,
 resides in Storrs, Conn.
Drozdal, Statia L.
Jakobek, Katherine C.
 (Dr. Edwin V. Hill), 3 children,
 homemaker, was psychiatric head
 nurse at Medfield State Hospital,
 Mass. Memorial Hospital School of
 Nursing, resides in Medfield.
Kostek, Frank G.
 Budget analyst, Westover A.F.B.,
 Northampton Commercial College, re-
 sides in Hadley.
Kozloski, Jennie M.
 (Ralph Hough), 3 children, cook at
 Smith College, resides in Northamp-
 ton.
Lee, Dorothy H.
Martula, Anna M.

Mokrzecki, Edward P.
 (Ann Skawski), 6 children, president
 and treasurer of Peter P. Mokrzecky
 & Sons, Inc., Northampton Commer-
 cial College, resides in No. Hadley.
Mokrzecky, Teofilia M.
 (Mr. Janulewicz), resides in No.
 Hadley.
Nycz, Catherine L.
Pelissier, Rita M.
 (William K. Webster), 7 children,
 homemaker, was secretary (civil
 service) in Washington, D.C. and
 Albrook Field, Canal Zone; North-
 ampton Commercial College, resides
 at Fort Walton Beach, Fla.
Reardon, Anna M.
Roberts, Thomas F.
Russell, John M.
Slaby, Amelia R.
Superson, Helen A.
Tenanes, Anthony
White, Elizabeth E.

Class of 1933

Bak, Ignace M.
Barstow, Luther H.
Bemben, John
 Plant manager, Friendly Ice Cream
 Corp., B.S. from U. of Mass., resides
 in Wilbraham.
Bishko, Arthur C.
Cook, Ashley L.
Dec, Louise D.
Dec, Michael J.
Drozdal, Joseph W.
 Maintenance at Mt. Holyoke Col-
 lege, musician, W. H. McCarthy
 Business College, resides in Hadley.
Gouger, Cedric B.
 Auto mechanic, resides in So. Had-
 ley Falls.
Hendrick, William R.
Keyes, Edmund M.
 (Zella), 7 children, purchasing

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- agent, A.B., U. of Mass., resides in Pelham.
- Kowal, Bertha
(Mr. Baranowski), clerk, W. T. Grant's, resides in Hadley.
- Kulikowski, Chester F.
- Marcinowski, Francis T.
- Matusko, Thomas J.
- Okolo, Nellie M.
- Pekala, Edward L.
- Poklewski, Felicia A.
- Powers, Bernard N.
- Roberts, Catherine M.
(Edward H. Tutty), 1 child, homemaker, resides in Miami Springs, Fla.
- Russell, Katherine T.
- Sadlowski, Frank E.
- Searle, Esther M.
(John R. Barstow), 1 child, homemaker, studied business subjects, and took practical nurses' aide course, resides in Hadley.
- Suleski, John S.
- Surgen, Lucy M.
- Szarkowski, Joseph S.
- Thomas, William E.
- Wanat, Anna S.
- Wanczyk, Mary Teckla
(Julius Grandonico), 4 children, homemaker, resides in Amherst.
- Wiater, Helen J.
(Roland Vanasse), Hadley Public Health Nurse, R.N. at Cooley Dickinson Hospital School of Nursing, New England Hospital for Women and Children, took additional courses at U. of Mass. and Northampton State Hospital; resides in Hadley.
- Zuchowski, Rose
- Class of 1934*
- Banas, Nellie
Housekeeper, resides in Hadley.
- Bemben, Anna
- Bloyder, Frank
- Bristol, Lloyd G.
(Married), 5 children, grounds-keeper at U. of Mass., resides in Hadley.
- Callahan, Frederick
- Cichacki, Stanley
- Czajkowski, Nellie A.
(Albert H. Griffin), secretary, Northampton Commercial College, resides in Arlington, Va.
- Davis, Merton
- Doskotch, John
(Married), 3 children, toolmaker, New England School of Practical Training, resides in Easthampton.
- Dwyer, Katherine M.
Teacher, A.B. from the College of Our Lady of the Elms, M.S. from U. of Mass., resides in Amherst.
- Farrell, Marion
- Gansis, William
- Hannigan, Margaret
- Hurd, Janice
- Jandzinski, Nellie A.
(Roderick E. Locke), 2 children, surgical nurse for ophthalmologist, Wesson Memorial Hospital School of Nursing, resides in Framingham.
- Jekanowski, Carl W.
(Married), Conn. Dept. of Agriculture and Natural Resources, Stockbridge, resides in Wethersfield, Conn.
- Matusko, Mary E.
(Joseph Malinowski), 7 children, homemaker, resides in Hadley.
- Matuszko, Edward
- McDougall, Phyllis
- Misch, Anne
- Moczulewski, Jadwiga
Nursing instructor, taught operating room nursing, instructor at Skidmore, 1st Lieut. in U.S. Army Nurse Corps, R.N., Cooley Dickinson Hospital School of Nursing, B.S. and M.A. in nursing education, Columbia, resides in New York, N.Y.

HOPKINS ACADEMY & THE HOPKINS FUND

Moriarty, Honora
 Mushenski, Stephen
 Narog, Celia
 Pekala, Carl
 Pietruszka, Mary
 Podolak, William
 Rojko, Amelia
 (Joseph E. Kucinski), 4 children,
 homemaker, resides in Amherst.
 Russell, Eleanor
 Russell, Miriam
 (George L. Pratt), 2 children, so-
 cial worker in Social Service Dept.
 at Northampton State Hospital, B.A.,
 American International College, li-
 brarian at North Hadley Library,
 resides in No. Hadley.
 Russell, Theodore
 Sanders, Eleanor
 Slaby, Catherine S.
 (Leonard Popowitz)
 Homemaker, attended McCarthy
 Business School, resides in Hadley.
 Szafir, Statia
 (Mr. Wysinski), resides in North-
 ampton.
 Tolper, Joseph
 Farmer, resides in Hadley.
 Uchneat, Joseph
 Wiater, Jean
 Wojtowicz, Stella
 Zaskey, Lucy
 Zuckowski, Mary
 Zygmunt, Statia

Class of 1935

Baj, Casimir J.
 Lt. Col. in U.S. Army, Northamp-
 ton Commercial College and attended
 U. of Md., resides on Governors Is-
 land, New York, N.Y.
 Baj, Chester T.
 Chrystak, Anna S.
 (Mr. Kisloski), food service, resides
 in So. Deerfield.
 Connolly, George J.
 Czajkowski, Mildred A.
 Day, Lyndell W.
 Dec, Clementine M.
 Golob, Bernard J.
 (Married), 3 children, machinist,
 leader of dance orchestra, McCarthy
 Business College, resides in Florence.
 Hunt, Alberta E.
 Johnson, Leonard E.
 Keyes, Eunice J.
 (Thomas J. Hannigan), 5 children,
 homemaker, Burreby Rose Beauty
 Academy, resides in Amherst.
 Koloski, Frank E.
 Kowal, Jennie V.
 (Joseph F. Timmons), homemaker,
 Northampton Commercial College,
 resides in West Patterson, N.J.
 Kozera, Stanley J.
 Marcinowski, Anna D.
 Martula, Anthony E.
 Matusko, Viola M.
 Mokrzecki, Charles E.
 (Married), 4 children, farmer, re-
 sides in No. Hadley.
 Narog, Helen S.
 Nelligan, Elizabeth S.
 Parker, Seymour R.
 Pietruszka, Apolonia A.
 Punska, John E.
 Scoble, Stanley J.
 Shockro, Eleanore C.
 (Michael H. Shea), library assistant
 at Forbes Library, Northampton
 Commercial and McCarthy Busi-
 ness School, resides in Northamp-
 ton.
 Superson, Frank G.
 Surgen, Raymond C.
 (Olive Rice), 2 children, Food and
 Drug Officer, U.S. Dept. of Health,
 Education and Welfare, B.S. from
 George Washington U., resides in
 West Hyattsville, Md.

APPENDIX J

Tudryn, Carl J.
Construction worker, resides in Hadley.
Veiner, Agnes M.
Resides in Northampton.
Wanczyk, Walter C.
Produce dealer, Stockbridge, resides in Hadley.
Weeks, Muriel I.

Class of 1936

Bak, Edward J.
Florist, resides in Florence.
Bak, Mildred M.
Banas, John W.
Bemben, Mary P.
Bogel, Isabel T.
Chunglo, Andrew B.
Dec, Anne S.
(John C. Jakobek), 4 children, teacher, B.S., U. of Mass., U. of N.H., resides in Merrimac, Mass.
Demara, Stafia E.
Fill, Joseph G.
Fill, Victoria J.
Gronostalski, Edward
(Married), 5 children, produce dealer and teacher, B.S. from A.I.C., member of Hadley School Committee for 10 years, first vice president of the Massachusetts Association of School Committees, resides in Hadley.
Haluszczak, Olga
Hibbard, Saisie
(Melvyn Pratt, Jr.), 4 children, nurse, was superintendent of nursing service and education at the American Hospital in Gaziantep, Turkey, B.A. from Mt. Holyoke, R.N. and M.N. (Master of Nursing) from Yale School of Nursing, resides in Palo Alto, Calif.

Jakobek, John C.
(Anne S. Dec), 4 children, Superintendent of Schools, Pentucket Regional Jr.-Sr. High School, A.B. and M.S. from U. of Mass., candidate for Dr. of Education at Boston U., resides in Merrimac, Mass.
Kellogg, Marion M.
Kostek, Josephine J.
Kozera, Mary S.
Kushi, Leon E.
Madenski, Sophie W.
Matuszko, Victoria W.
Mazur, John S.
McQueston, Alden B.
McQueston, Theodore C.
Transportation assistant, department of the U.S.A.F., Tilton Preparatory School, attended U. of Mass., Northampton Commercial College, resides in Hadley.
Mish, Julia N.
Myeski, Anna M.
Neznayko, Michael
Okolo, Jennie A.
Ormond, William H., Jr.
Pelissier, Arthur B.
Assistant manager of package store, resides in Hadley.
Pelissier, Helene E.
(Wayne Curtis), 2 children, homemaker and substitute teacher, B.A. from U. of Mass., resides in New City, N.Y.
Podolak, Edwin M.
Rojko, Anthony S.
Head of Price Research and Methods Section, Economic Research Service, U.S. Dept. of Agriculture, Washington, B.S. from U. of Mass., M.S. from U. of Conn., resides in McLean, Virginia.
Russell, Francis R.
(Hilah Hinty), director of public relations, Atomic Energy Division of

HOPKINS ACADEMY & THE HOPKINS FUND

- the Babcock and Wilcox Co., B.A., and certificate in journalism, Washington and Lee, and Utah State, resides in Lynchburg, Va.
- Sadlowski, Victoria C.
(William Jasinski), 5 children, home-maker, resides in Northampton.
- Samolewicz, Mary E.
- Slaby, Statia V.
- Szostak, Amelia D.
(Michael Pekala), 1 child, Hadley Town Clerk and Treasurer, trustee of Goodwin Library, Bay Path Institute, resides in Hadley.
- Szarkowski, Marion H.
- Tolper, Jane D.
Time clerk at Pro-phy-lac-tic Brush Co., Northampton Commercial College, resides in Hadley.
- Wiater, Statia S.
- Zaskey, Alexander A.
Farmer, resides in No. Hadley.
- Class of 1937*
- Bak, Michael J.
Accountant, resides in No. Hadley.
- Banas, Stanley J.
(Jean Boronski), 4 children, dairy farmer and feed dealer, resides in Ware.
- Bishko, Myron L.
- Bishko, Thomas M.
- Bloyder, Jennie R.
- Breor, Geraldine E.
(Stephen Polanski), 1 child, home-maker, Northampton Commercial College, resides in Palmer.
- Chmura, Edward J.
- Cook, Dorothy E.
- Doskotz, Alice M.
Nurse, Caledonian Hospital School of Nursing, resides in Hadley.
- Drozdal, Henry E.
(Stephanie S. Dasco), 3 children, manager, Hampshire Lumber Co., B.S. from U. of Mass., resides in Hadley.
- Fill, Chester J.
- Gansis, Katherine H.
- Grala, Helen S.
- Gronostalski, Jennie
(Henry Paciorek), 4 children, head bookkeeper, Snow's Nice Cream Co., Inc., attended Northampton Commercial College and A.I.C., resides in So. Deerfield.
- Haluszczak, Eugene J.
- Jandzinska, Alice J.
- Kielec, Joseph W.
(Anna Piekunka), 2 children, machinist at General Electric Co., N.E. School of Practical Training, resides in Northampton.
- Kieras, Viola V.
- Klimoski, Louise V.
- Konieczny, Joseph, Jr.
Owns and operates Hadley Public Market, C.A.A. School, resides in Easthampton.
- Kosior, Viola M.
- Kostek, Anna E.
- Kowal, Amelia V.
- Kwoka, Anne J.
- Lee, Richard E.
- Lyman, Peggy P.
- McDougall, Margaret E.
(Walter Bonebrake), 3 children, nurse's aide, Springfield Academy of Beauty Culture, resides at West Palm Beach, Fla.
- McNiff, Helen Lorraine
(Thomas Bailey), confidential assistant to Deputy Associate Administrator, NASA, Northampton Commercial College, resides in Washington, D.C.
- Moczulewski, Jessie S.
(Leo Young), 1 child, homemaker, McCarthy Business School, resides in Cornwall, N.Y.
- Mokrzecki, Marion R.
- Moriarty, Mary E.

APPENDIX J

Morton, Phyllis E.

(Edwin Podolak), 4 children, homemaker, Northampton Commercial College, chairman of Hopkins Academy Tercentenary Booklet Committee, resides in Hadley.

Niksa, Frances M.

Parker, Eleanor E.

(George L. Boden), homemaker and volunteer trainer for Conn. Trails Council of Girl Scouts, authored a book, Dean Academy and Bouve School of Physical Education, resides in Middle Haddam, Conn.

Pekala, Stanley J.

(Evelyn Galipeau), 5 children, physician, specializing in obstetrics and gynecology, B.S. and M.D. from U. of Vt., Boston City Hospital, resides in Pittsfield.

Poklewski, Frances D.

Russell, Jeanette E.

Homemaker, Lasell Jr. College, resides in Riverside, Calif.

Russell, Velma C.

(James F. Kentfield), 2 children, homemaker, Northampton Commercial College and A.I.C., resides in Hadley.

Russell, William F.

Sanders, Phyllis

Scott, Lewis H.

Shipman, Donald R.

(Agnes Berk), 5 children, plumbing contractor, a trustee of Hopkins Academy, resides in Hadley.

Szafir, Charles J.

Construction supervisor, V.A. agent in Hadley, executive director of Hadley Housing Authority, Stockbridge, resides in Hadley.

Thomas, Mildred A.

Tomczak, Stella V.

Wanczyk, Annie

Waskiewicz, Helen S.

Yezierski, Gabriel T.

Class of 1938

Banas, Celia S.

(Edward Bak), homemaker, resides in Florence.

Banas, Edward J.

Barstow, Nelson S.

(Marjorie Shipman), 5 children, dairy farmer, former director of Farm Bureau, resides in Hadley.

Barstow, Norman C., Sr.

(Margaret Greene), 4 children, fleet supervisor of R. C. Barstow Trucking Co., Inc., chairman of the First Church Building Committee, resides in Hadley.

Bloyder, Pauline S.

(Edward Rytuba), 2 children, homemaker and substitute mail carrier, resides in Hadley.

Callahan, James W.

(Isabelle Bowen), 4 children, Assistant Professor of Agricultural Economics at U. of Mass., B.S. and M.S., U. of Mass., resides in Amherst.

Cendrowski, Theresa M.

Chrystak, Edna M.

Chunglo, Charles F.

Supervisor of advertising and sales promotion, Western Mass. Electric Co., author, B.S., Iowa State, Aeronautical U., Chicago, resides in Southwick.

Czajkowski, Bertha T.

Davis, Eleanor L.

Hibbard, George C.

Semi-retired dairy farmer and farm manager, breeder of grand champion Jersey cows, Stockbridge, resides in Bridgewater, Conn.

Hibbard, Russell E.

Horton, George P.

Johnson, Eleanor B.

(Frank Spencer), homemaker, B.S., U. of Mass., resides in Danvers.

Koloski, Veronica C.

HOPKINS ACADEMY & THE HOPKINS FUND

Konieczny, Edward G.

(Eunice Bowen), 4 children, soil conservationist, U.S.D.A., U. of Mass., Soil Conservation Training Center, U. of Pittsburgh, and U.S.D.A. Graduate School, author of soil articles appearing in national magazines, resides in Hadley.

Kulas, Stanley G.

Madenski, Alexander S.

(Joanne Podolak), banker, Northampton Commercial College, Hadley selectman, resides in Hadley.

Madison, Mitchell S.

Physician, specializing in surgery, instructor in surgery and anatomy at Stanford U. Medical School, A.B. from Amherst, M.D. from U. of Rochester, M.S. (Surgery) from U. of Minn. Graduate School of Medicine, Mayo Foundation, resides in Los Altos, Calif.

Mitchell, Donald K.

Federal Gov. employee, General Services Administration, Northampton Commercial College, resides in Dorchester.

Moczulewski, Edward

Morton, Eleanor J.

Mushenski, Sophie M.

(Theodore Tylunas), 3 children, homemaker, resides in Northampton.

Parzek, Anna E.

(Joseph Kryzak), 4 children, owns and operates diner with husband, resides in Ware.

Pelissier, Gertrude A.

U.S. Foreign Service Officer, Dept. of State, B.S. from U. of Mass. and attended George Washington U. and American U., resides in Mozambique, Africa.

Podolak, Joanne M.

(Alexander Madenski), homemaker,

R.N., Cooley Dickinson Hospital School of Nursing, resides in Hadley.

Reardon, Margaret M.

(Charles McMillan), 2 children, head nurse in recovery room, Notre Dame de Lourdes Hosp., R.N., New Hampshire Memorial Hospital, resides in Manchester, N.H.

Shipman, Marjorie H.

(Nelson Barstow), 5 children, homemaker, Northampton Commercial College, resides in Hadley.

Surgen, Irene B.

Szostak, Helen E.

(Charles Lesukoski), teacher in Hadley, B.S. from North Adams State Teachers' College, resides in Hatfield.

Tolper, Edward P.

Wiater, Helen S.

Wilda, Jennie S.

(Mr. Kopec), resides in Amherst.

Woscyna, Adeline R.

Class of 1939

Bemben, Peter

Chmura, Sophie E.

Nurse, R.N., Cooley Dickinson Hospital School of Nursing, resides in Hadley.

Chunglo, Julia R.

Cook, Joseph G.

Cook, Raymond H.

Czajkowski, Joseph A.

Deputy Director of the Division of Management Services in the Peace Corps, Northampton Commercial College, B.S. and graduate studies at American U., resides in Springfield, Va.

Dec, Wallace C.

(Married), 4 children, teacher, member of Hadley Finance Board, B.S. and graduate work at U. of Mass., resides in Hadley.

APPENDIX J

- Doskotch, Elsie A.
 Farrell, Jerome F.
 Fill, Helen T.
 Gizienski, John J.
 Farmer, past commander of Old Hadley Post, American Legion, Stockbridge, resides in Hatfield.
- Gizienski, Stanley F.
 (Married), 3 children, consulting engineer, Director and Vice President of Woodward, Clyde, Sherard and Associates, consultant on earth-dam projects in U.S., Canada, Brazil, and Ghana, Africa, B.S. from U. of Mass., M.S. from Harvard, resides in La Jolla, Calif.
- Gronostalski, Chester
 Grzeskiewicz, Statia F.
 Handrich, Philip E.
 Hibbard, Wallace O.
 Farmer, B.S. from U. of Mass., resides in Hadley.
- Horton, Claire D.
 Jakobek, Frances C.
 (William B. Beebe), 3 children, homemaker and was flight nurse in South Pacific in World War II; R.N., Beverly Hospital School of Nursing, Air Force School of Air Evacuation, resides in Washington, D.C.
- Johnson, Warren H.
 (Pauline Rule), foreman at Lane Construction Corp., resides in Belchertown.
- Jureski, Albina C.
 Konieczny, Roman J.
 Farmer, resides in Sunderland.
- Kucharski, Walter S.
 Kwoka, Helen M.
 (Edward Blizniak), homemaker, resides in Northampton.
- Marcinowski, Raymond J.
 Owns and operates the Easthampton Nurseries; Stockbridge, resides in Easthampton.
- Martula, Michael J.
 McKelligott, Maurice J.
 McKelligott, Robert J.
 Technical writer-editor, resides in Lynwood, California.
- McNiff, Walter F.
 Moczulewski, Maxwell
 Moriarty, Anna R.
 Neznayko, Alice
 (Anthony Karakula), inspector, Prophy-lac-tic Brush Co., resides in Northampton.
- Parker, Patricia A.
 Pekala, Josephine S.
 Punska, Nellie M.
 Rytuba, Jeanette M.
 Sanders, Leland R.
 Smith, Barbara H.
 (Sherman Smith), owns and operates the Park Co., gift and card shop with husband; Westbrook Jr. College, resides in Hadley.
- Szarkowski, John A.
 Thayer, Richard M.
 (Florence Mellen), 4 children, production foreman, Hardigg Industries, Stockbridge, resides in Hadley.
- Thomas, Pearl M.
 (Roman Klimczyk), secretary at U. of Mass., Northampton Commercial College, resides in Hadley.
- Tolper, Amelia B.
 Nurse, R.N., Beverly Hospital School of Nursing, resides in Hadley.
- Uszynski, Veronica M.
 Wzorek, Helen M.
 Yeziarski, Lucy M.
 (Walter Sadowsky), homemaker, resides in So. Deerfield.
- Zawacki, Amelia T.
 (Charles Szafr), 6 children, homemaker and private duty nurse, R.N. at Beverly Hospital School of Nursing, resides in Hadley.

HOPKINS ACADEMY & THE HOPKINS FUND

Zuchowski, John A.
Farmer, resides in Hadley.
Zygmunt, Julia Mary

Class of 1940

Barstow, Dorothy E.
(William H. Lyman, Sr.), homemaker, resides in So. Hadley.
Bristol, Nina L.
(Max Wojtowicz), bank teller, resides in Hadley.
Cendrowski, Leon F.
Cook, Cecilia M.
Cycz, Wanda K.
Drozdal, Nellie
Hibbard, Linwood S.
Steam trap specialist at Charles Pfizer Co., Stockbridge, resides in Mystic, Conn.
Koski, Joseph T.
Assistant Chief Staff Officer, Plant Pest Control Div., Dept. of Agriculture, B.S. from U. of Mass., resides in Hyattsville, Md.
Malek, Sophie T.
(Bernard Frenier), homemaker, resides in Florence.
Mazur, Elizabeth M.
Moriarty, John J.
Mushenski, Victor A.
Teacher, B.S. from Fitchburg State Teachers' College, M.A. from Columbia U., graduate work at U. of Mass. and Westfield State Teachers' College, resides in No. Hadley.
Niedjela, Maxwell J.
Popowitz, Mildred A.
Russell, Dorothy M.
Samolewicz, Edward
Sia, Ruth D.
Slaby, Helen S.
(Edward M. Rodak), 8 children, homemaker and cafeteria worker, Northampton Commercial College, resides in Hadley.

Surgen, Henry R.
Physical security officer, Goddard Space Flight Center, NASA, B.S. from U. of Mass., attended George Washington U. and U. of Kentucky; resides in Carrollton, Hyattsville, Md.
Waskiewicz, Leon E.
Head of Math Dept. at Suffield Academy, B.A. from Amherst, resides in Suffield, Conn.
Woscyna, Arela C.
(Frank Berestka), 3 children, homemaker, resides in No. Hadley.
Yeziarski, Aileen M.
(Michael Matusko), bank teller, resides in Amherst.
Zaskey, Jennie R.
(John W. Sarna), 1 child, secretary, Amherst College, Northampton Commercial College, resides in Amherst.
Zatyarka, Irene E.
(Joseph Schaffer), 2 children, homemaker, Northampton Commercial College, resides in Greenfield.

Class of 1941

Baj, Adeline M.
(Carol Zygmunt), homemaker and cashier, resides in Hadley.
Bak, Bernice A.
(Henry W. Jarvis), 1 child, homemaker, Northampton Commercial College, resides in No. Hadley.
Bak, Joseph E.
Bak, Mary C.
(Daniel Omasta), homemaker, resides in Hadley.
Berestka, Wanda D.
Ciszewski, Stephanie J.
Czajkowski, John J.
Drozdal, Amelia C.
Drozdal, William T.
Sales Mgr., Jack Drozdal and Sons, Northampton Commercial College, A.I.C., Western New England, West-

APPENDIX J

- field State, and presently working for Ph.D. at U. of Mass., resides in Florence.
- Fil, Stanley F.
Civil Service Clerk, attended Holyoke Trade School, Northampton Commercial College and Lee Institute Realty Course, member of the Hadley Board of Health, resides in Hadley.
- Fill, Jennie R.
Secretary, Northampton Commercial College, resides in Springfield.
- Gizienski, Leon G.
(Stephanie Prusaczyk), 3 children, farmer, attended U. of Mass., resides in Northampton.
- Grala, Frances J.
- Gralinski, Edward J.
- Hahn, Earl R.
(Evelyn Vachula), grocery store owner, attended Bentley School of Accounting, resides in No. Hadley.
- Hibbard, Dwight H.
- Higgins, Eunice R.
(Lyman Griswold), 5 children, homemaker, Stockbridge, resides in Belchertown.
- Horton, Bertille
(Joseph Drozdal), 3 children, senior clerk, U. of Mass., North Adams State Teachers' College and U. of Mass., resides in Hadley.
- Kentfield, James F.
(Velma Russell), 2 children, dairy farmer, Stockbridge, resides in Hadley. Mr. Kentfield is a present member of Hopkins Academy Board of Trustees.
- Kostek, Bernice E.
(Walter Wanczyk), homemaker, Northampton Commercial College, resides in Hadley.
- Kucharski, Lottie F.
(Frank Blajda), 4 children, homemaker, resides in No. Hadley.
- Kulas, Chester
- Kushi, Adeline S.
- LaSalle, Edwin A.
- Madenski, Frederick M.
- Madenski, Raymond J.
- Marcinowski, Adrian H.
- Mazur, Julia M.
(Joseph Korowski), 2 children, homemaker and bookkeeper, resides in Florence.
- Moczulewski, Stanley F.
- Myeski, Michael J.
- Neznayko, Mary H.
(Raymond Pietrzykowski), 1 child, inspector, Pro-phy-lac-tic Brush Co., resides in Florence.
- Okolo, Edwina M.
- Randall, Russell A.
- Reardon, Elizabeth G.
- Rytuba, Joseph E.
Rural mail carrier, resides in Hadley.
- Sabola, John D.
- Sadlowski, Adele S.
(John Kostek), 5 children, homemaker and bookkeeper, attended Northampton Commercial College, resides in Hadley.
- Scarborough, Arthur T.
- Scott, Robert M., Jr.
Die maker, Stockbridge, resides in Florence.
- Shipman, Marion N.
(Lloyd Purdy), secretary to superintendent of schools in Hadley, Northampton Commercial College, resides in Hadley.
- Slanda, Leon S.
- Szarkowski, Christine C.
- Tomolillo, Carmine J.
Police officer, Medford Police Dept., Framingham State Police Academy, Bloomberg Police School, resides in Medford.
- Wzorek, Josephine
- Zabawski, Michael J.

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Zack, Viola
(Armand Moggio), 4 children,
homemaker and bookkeeper, North-
ampton Commercial College, resides
in Florence.
Zalot, Edward F.
Zaskey, Frank J.
Zawacki, Helen B.
(Walter Zaik), 5 children, home-
maker, Northampton Commercial
College, resides in Easthampton.

Class of 1942

Bakaj, Amelia J.
Banas, Charles J.
Toolmaker, Springfield Trade School,
resides in Ware.
Bemben, Irene E.
Bliznak, Genevieve
(Chris Mellas), hairdresser and
owner of beauty salon, Burreby Rose
Beauty Academy, resides in Amherst.
Buckowski, Margaret M.
(William R. Smith), 2 children,
Northampton Commercial College,
resides in Tyler, Texas.
Cendrowski, Victor J.
Truck driver and farmer, resides in
Hadley.
Cook, Warren L.
Electronic technician, U. of Mass.
School of Engineering, A.I.C.,
Springfield Trade, Cleveland Insti-
tute of Radio Electronics, former
Hadley assessor, former Water Dis-
trict clerk and treasurer, past presi-
dent of Hopkins Academy Alumni
Association, resides in Hadley.
Gabry, Yvonne T.
Hibbard, Emerson W.
(Married), 2 children, Associate Pro-
fessor of Economics and Business
Administration, Ohio Northern U.,
attorney, author, Northampton Com-

mercial College, B.S. from U. of
Mass., L.L.B. from Western New
England, doctoral candidate at Co-
lumbia, resides in New York, N.Y.
Hukowicz, Frances J.
(William Pleppo), 1 child, home-
maker, Northampton Commercial
College, resides in Hadley.
Hurd, Barbara A.
Jakobek, Adolph J.
Kelley, John S., Jr.
(Mary O'Rourke), 7 children, far-
mer, attended U. of Mass. and North-
ampton Commercial College, Hadley
School Committee member, past
president of the Hopkins Academy
Alumni Association, member of Had-
ley Tercentenary Committee and the
Hopkins Academy Tercentenary
Committee, resides in Hadley.
Kellogg, Bernice M.
Kentfield, Margaret H.
(Oliver Burke), 4 children, home-
maker and director of Christian Edu-
cation, B.A., Mt. Holyoke, M.A., U.
of Chicago, resides in Greenville,
Tenn.
Klepacz, Velma E.
Kokoski, Henry J., Jr.
Farmer, A.I.C., resides in Hadley.
Konieczny, Gertrude A.
(Walter Dzenis), 2 children, home-
maker, resides in So. Deerfield.
Kosior, Edward S.
Teacher at Springfield Trade High
School, assistant football coach and
head basketball coach, was profes-
sional basketball player in American
League, B.S. from A.I.C., M. Ed.
from Springfield College, resides in
Springfield.
Kostek, Raymond J.
Kostek, Sophie V.
(Alexander Trzecienski), homemaker,
resides in Three Rivers.

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Kucharski, Mollie J.
(John O. Grace), 3 children, homemaker, attended Northampton Commercial College, resides in Holyoke.

Kushi, Joseph T.

Kushi, Katherine E.

Mateja, Nellie J.

Mazur, Joseph C.

Mazur, Victoria E.

Mimitz, Joseph J.

Misiaszek, Jennie T.

Mozulewski, Ralph F.

Janitor at U. of Mass., resides in No. Hadley.

Muzyka, Myron M.

Narog, Olga F.

Pedruczny, Bernice H.

Podolak, Wanda F.

Poklewski, Myron S.

Russell, Alice M.

Russell, Frank P.

Shakarian, Mary T.

(Robert Vanasse), 4 children, homemaker, resides in Belchertown.

Sherwood, Nathan G.

Suleski, Carl M.

Szostak, Irene A.

(Frederick Bemben), homemaker and typist, resides in Hadley.

Wanczyk, Jennie H.

Waskiewicz, Nellie H.

Wojtowicz, Statia J.

Wroblewski, Thaddeus R.

Zalot, Frank

Class of 1943

Bak, Stanley F.

Banas, Mary A.

Resides in Hadley.

Banash, Olga W.

Bristol, Stephen

Buckowski, Victor A.

Callahan, Rita F.

(Kenneth B. Streeter), 4 children,

homemaker and clerk, Waconah Regional H.S., Northampton Commercial College, resides in Dalton.

Comins, Helen L.

(Henry Scarborough), homemaker, Northampton Commercial College, resides in Amherst.

Farrell, Teresa A.

Johnson, Elizabeth J.

(James E. Harrop), 3 children, homemaker and assistant kindergarten teacher, resides in Hadley.

Klepacz, Emil

Koloski, Jennie A.

Kowal, Mildred M.

(Edward Kusekoski), homemaker, Northampton Commercial College, resides in Hadley.

Kozera, William A.

(Gladys Mish), 4 children, registered pharmacist and owner of Hadley Pharmacy, B.S. from Hampden College of Pharmacy, M.Ed. from Westfield State, resides in Hadley.

Kulas, Frank S.

Kwoka, Lillian E.

(Warren F. Cook), 2 children, typing instructor and assistant to Guidance Counselor at Mary A. Burnham School, Northampton Commercial College, resides in Hadley.

LaSalle, Charles Newell

Office Manager, Northampton Commercial College, resides in Cambridge.

Lesko, Florence M.

Lizek, Angeline C.

Matuszko, Anthony J.

(Anita Colley), 4 children, research scientist and administrator, Air Force Office of Scientific Research, was associate professor in Chemistry Dept. at Lafayette College, was in charge of chemistry at Nat'l. Science Foundation Summer Science Institute,

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- was head of Polymer Div., Naval Propellant Plant, A.B. from Amherst, M.S. from U. of Mass., Ph.D. from McGill U., resides in Forest Heights, Md.
- McAlpine, Jean A.
- McNiff, Owen A., Jr.
- Morton, Dorothy J.
- Niedzwiec, Marion C.
- Okolo, Thaddeus J.
- Russell, Marion
- Smith, Robert A.
- Szarkowski, Ralph F.
- Thomas, Donald F.
- Walczak, Florence T.
- Wanczyk, Nellie Ann
(Edwin Matysiewicz), 3 children, homemaker, Northampton Commercial College, resides in Sunderland.
- White, John
- Wojnar, Veronica Ann
(Stanley J. Strzemienski), homemaker, resides in Palmer.
- Woscyna, Justina J.
- Yezierski, Alexander
- Zygmunt, Carol
Foreman at John Stark Laboratories, resides in Hadley.
- Class of 1944*
- Baj, Stephen S.
- Barstow, Arthur W.
(Marilyn Mosher), 4 children, electrical planning engineer at Western Mass. Electric Co., B.S. from U. of Mass., Master's in Business Adm. from A.I.C., resides in East Granby, Conn.
- Basara, Pauline
- Bemben, Joseph E.
Farmer and millwright for Moore Drop Forging Co., resides in Hadley.
- Bemben, Michaline B.
- Bemben, Violet A.
- Cichaski, Joseph W.
Conductor on B. & M. Railroad, resides in Northampton.
- Comins, Alice C.
(Leonard Whitcomb), homemaker, resides in Sunderland.
- Cycz, Dorothy F.
- Dizienski, Laura F.
- Fill, Helen A.
(Edmund Czelusniak), 3 children, homemaker, Northampton Commercial College, resides in Easthampton.
- Gesorek, Irene M.
(Joseph Wnukoski), 3 children, homemaker, Northampton Commercial College, resides in Hadley.
- Gizienski, Anna I.
(Joseph Maksimoski), 3 children, homemaker, Northampton Commercial College, resides in Hadley.
- Gonski, Benjamin F.
- Gress, Mac
Professional actor, owns and operates Aaron Burr House, B.A. from Columbia, Irvine Studio, resides in New York.
- Horton, Mary L.
(Philip Bien), 3 children, supervisor at St. Joseph's Hospital, R.N. from Stamford Hospital School of Nursing, resides in Stamford, Conn.
- Kieras, Stephen
- Kokoski, Chester S.
(Pauline Tudryn), 4 children, truck driver, resides in Hadley.
- Koloski, John F.
Farmer, Hadley Selectman, resides in Hadley.
- Konieczny, Karl T.
(Married), 2 children, excavating contractor, resides in Hadley.
- LaSalle, Lois M.
Computer analyst, Travelers Insurance Co., B.A., U. of Mass., resides in W. Hartford, Conn.

APPENDIX J

Madenski, Jessica H.
 Malek, Adeline J.
 Martin, Robert L.
 Niedbala, Sylvia M.
 (August Woicekoski), 3 children,
 owns and operates Lizotte's News
 Room and Augie's Smoke Shop with
 husband, Northampton Commercial
 College, resides in Amherst.
 O'Leary, Charles H.
 Punska, Frances
 Rudzenski, Edwin S.
 Sadlowski, Irene N.
 Smith, Maryanne M.
 Superson, Julia M.
 Szarkowski, Phyllis B.
 Tudryn, Joseph L.
 Vandoloski, Stacia M.
 Walas, Henry J.
 Waskiewicz, Bernett L.
 Waskiewicz, Ignace S., Jr.
 Maintenance work, resides in Had-
 ley.
 Wzorek, Louise M.
 Yezierski, Jerome H.
 (Claire Reed), 4 children, custodian,
 Amherst College, resides in No. Had-
 ley.

Class of 1945

Baj, Helen D.
 Baj, Stanley F.
 Custodian and bus driver, resides in
 Hadley.
 Blajda, Carl S.
 Comins, Chester R.
 Cromack, Roger M.
 (Barbara Hudson), 2 children, ac-
 count executive at March & McLen-
 nan, Inc., B.S. from Worcester
 Poly. Inst., U. of Conn., resides in
 Atlanta, Ga.
 Kokoski, Marion R.
 Kucharski, Frederick S.
 Lizek, Alice M.
 (Frank J. Bukoski), 4 children,

homemaker, Northampton Commer-
 cial College, resides in Amherst.
 Logan, Helen M.
 (Owen McNiff, Jr.), 3 children,
 homemaker, Bay Path Secretarial
 School, resides in Whately.
 Machno, Edward J.
 Mazur, Statia A.
 Mish, Gladys R.
 (William Kozera), 4 children, home-
 maker, B.S., A.I.C., resides in Had-
 ley.
 Moczulewski, Richard L.
 Niedbala, Joseph S.
 Diesel mechanic, resides in Hadley.
 Pelissier, William E.
 Salle, Jennie M.
 Smith, Janet M.
 (Leo Fleury), homemaker, North-
 ampton Commercial College, resides
 in Amherst.
 Taylor, Marie A.
 (Joseph Kules), homemaker, resides
 in Northampton.
 Underwood, Alice J.
 Secretary, Northampton Commercial
 College, additional courses at Hol-
 yoke Business School and Holyoke
 Jr. College, resides in Hadley.
 Veiner, Patricia A.
 (James Dunn), homemaker, West-
 ern Union School, resides in North-
 ampton.
 Woscyna, Virginia R.
 Yezierski, Philip J.
 Zack, Helen K.

Class of 1946

Bak, John J.
 Bemben, Dorothy
 Cowles, Louise M.
 (Charles F. Gunn), homemaker, re-
 sides in Sunderland.
 Evans, Elizabeth L.
 (Paul E. Belden), 1 child, home-

HOPKINS ACADEMY & THE HOPKINS FUND

- maker, Northampton Commercial College, resides in Hadley.
- Hahn, Robert K.
(Margaret Vachula), 2 children, oil dealer, Lakeside Fuel Corp., resides in No. Hadley.
- Horton, Leonard R.
- Kelley, Edward F.
(Catherine O'Rourke), 7 children, dairy and produce farmer, Northampton Commercial College, resides in Hadley.
- Kentfield, Dorothy J.
- Kucharski, Irene J.
(Edward Zima), 4 children, homemaker, Northampton Commercial College, resides in Hatfield.
- Mah, Marjorie E.
- McGrath, Mary E.
- Niedzwiec, Kenneth L.
- Russell, Jean P.
- Stiles, Lois R.
- Thomas, Vernon T.
Manager of branch office of an insurance company, B.S. from U. of Mass., resides in Hadley.
- Tudryn, Pauline C.
(Chester Kokoski), 4 children, homemaker, resides in Hadley.
- Vandoloski, Edward S.
(Jeanette Mateja), 2 children, teacher of electricity, Smith's Vocational School, Bliss Electrical School, resides in Hadley.
- Zawacki, Henry Bernard
Hospital administrator, Westover A.F.B., Captain, President of Hopkins Academy Alumni Association, B.A. from A.I.C., M.Ed. from Springfield, M.S. from U. of Pittsburgh, resides in Fairview.
- Class of 1947*
- Bliznak, Edward L.
- Callahan, David Leo
(Moira Kirkpatrick), 5 children, claims adjuster, U.S. Fidelity and Guaranty Co., Northampton Commercial College, resides in Northampton.
- Drozdal, Frank Joseph
Farmer and member of firm of Jack Drozdal and Sons, resides in Hadley.
- Fill, John H.
- Godin, Lorraine M.
- Horton, Frank D.
- Kecy, June E.
- Kendall, Merle L.
(Edwin Buckhout), 6 children, homemaker, U. of Mass., resides in Hadley. She is a descendant of both William Goodwin and Lieut. Samuel Smith.
- Konieczny, Josephine A.
- Kuzmeski, Mildred M.
- LeDuc, Marguerite T.
(Leland Bates), homemaker, resides in Florence.
- Lesko, Stanley W.
- Mateja, Jeanette C.
(Edward Vandoloski), clerk-typist, resides in Hadley.
- Mazur, Cecelia L.
- Niezbala, Lorraine M.
- Popowich, Lorraine C.
(Alfred Charron), hairdresser and owner of beauty salon, Northampton Commercial College, Dorre Academy, resides in Easthampton.
- Szarkowski, Alfred I.
- Szostak, Walter S.
Process engineer, B.S. from U. of Mass., resides in Hamden, Conn.
- Underwood, Jane Smith
Head nurse of medical-surgical unit at Springfield Hospital, R.N. at Springfield Hospital School of Nursing, resides in Hadley.
- Yeziarski, Isabelle J.
(Charles Glowatsky), 3 children, homemaker, resides in Northampton.
- Yusko, Mary L.

APPENDIX J

Class of 1948

Blackmer, Marjorie L.
Blajda, Louise A.
Buckowski, Florence C.
Chmura, Eugene M.
Chmura, Ruth A.
Comins, Virginia M.
Dec, Stanley M.
Fill, Frederick J.
Fydenkevez, Edward F.
Higgins, C. Curtis
 (Shirley Lockhart), 5 children, salesman for insurance company, B.A. from U. of Rochester, resides in Rochester, N.Y.
Horton, John Richard
 Four children, manager of Lodging & Food Services at Argonne National Lab., B.A. from Michigan State, resides in Naperville, Ill.
Kellogg, Richard V.
Kendall, Norma K.
Klimoski, Joseph F.
Koski, Philip E.
 (Ann Marie Coleman), dentist, B.S., U. of Mass., D.D.S., Columbia, resides in Florence.
Kowal, Joan I.
Kucharski, Edwina B.
 (John Watroba), 5 children, homemaker and nurse, R.N., Providence Hospital School of Nursing, resides in Easthampton.
Lizek, John E.
McGrath, Thomas P.
McMahon, Donald J.
O'Leary, John E.
Sadlowski, William J.
 (Kathleen Britt), was manager of Economic Planning, Plastics Div. at Monsanto Chemical Co., A.B. from Amherst, graduate study at M.I.T., resided in Kirkwood, Mo.
Shuzdak, Leonard J.
Smith, Elizabeth J.

Soldega, Dorothy J.
 (Edward Petrowicz), homemaker, resides in Florence.
Thompson, Eileen F.
 (Chester Penza), homemaker and nurse, R.N. from Providence Hospital School of Nursing, resides in Sunderland.
Wnukoski, Eleanor S.
Zalot, Joseph E.
 (Barbara Macina), 2 children, Principal of Hopkins Academy, A.B. from Amherst, M.S. from U. of Mass., Hopkins Academy Alumni treasurer five years, a director and former chairman of the Western Massachusetts Small Schools' Basketball Tournament, resides in Hadley.
Zuzgo, Paul S.
Zygmunt, Amelia J.

Class of 1949

Bak, Anthony S.
 Owns and operates Jeffery Florists in Amherst, basketball official, resides in Amherst.
Barstow, Mary R.
 (Charles Lewis), 2 children, mail carrier, Northampton Commercial College, resides in Hadley.
Drabeck, Benjamin A.
 (Velia Orsini), Instructor of English at Greenfield Community College, A.B. from Holy Cross, M.A. from U. of Mass., presently working for Ph.D. at U. of Mass., resides in Shutesbury.
Drozdal, Genevieve T.
Evans, Harry W.
 (Eleanor E. Moran), 2 children, investment analyst, manager, Investment Dept., Phoenix Mutual Life Ins. Co., served in Far East as a spe-

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- cial agent, Counter Intelligence Corps, Dept. of the Army, B.A., Amherst, master's at Trinity College, resides in Windsor, Conn.
- Fill, Stacia A.
- Fydenkevez, Frank M.
- Fydenkevez, Mary T.
(Edward Bodzinski), 4 children, homemaker and secretary, resides in Belchertown.
- Fydenkevez, Thomas D.
- Gett, Mary Ann
(Mr. Dawicki), 2 children, practical nurse, Northampton Commercial College, Providence Hospital, Farren Memorial Hospital, choir director at Holy Rosary Church, resides in Hadley.
- Horton, Robert C.
(Ann Finn), die changer at Pro-phy-lac-tic Brush Co., resides in Florence.
- Kobyera, Jean E.
- Konieczny, Chester H.
Conservation technician, Westfield State Teachers' College, resides in Hadley.
- McNiff, Frank L.
(Jeanette Richmond), 3 children, U.S.A.F. Pilot (Captain), jet flying instructor supervisor, Williston Academy, U. of Mass., U. of Omaha, resides at Eielson A.F.B., Fairbanks, Alaska.
- Mokrzecki, John A., Jr.
Representative of Francis I. duPont & Co., Northampton Commercial College, Wyckoff Stock Market course, resides in Northampton.
- O'Hara, Dorothy R.
- Reardon, Eugene T.
- Russell, Edward D.
(Gloria Knightly), 4 children, maintenance at Smith College, DeVry Technical Inst., attended A.I.C., resides in Hadley.
- Shuzdak, Eleanor R.
- Stiles, Clara L.
(Donald Reeves), homemaker and legal clerk, B.A. from Otterbein College, resides in San Francisco, Calif.
- Thompson, Patricia A.
(Thomas E. Dalton), 4 children, homemaker, Northampton Commercial College, resides in Prospect Park, N.J.
- Underwood, Nancy R.
(Richard Johnson), 3 children, homemaker, resides in Glastonbury, Conn.
- Widemer, Paul
- Yeziarski, Eleanor G.
(George Kwolek), 3 children, homemaker, resides in Easthampton.
- Yusko, Elizabeth L.
(Philip Trojanowski), 2 children, homemaker, resides in Hadley.

Class of 1950

- Brown, Paul W., Jr.
Field engineer at Granger Contracting Co., Inc., Williston Academy, B.S. from Worcester Polytechnic Institute, resides in Westboro.
- Fydenkevez, Edward M.
- Fydenkevez, Michael F.
- Hastey, Doris L.
- Hastey, Pearl E.
- Mokrzecky, Peter P., Jr.
Owner of Pete's Package Store, B.S. from U. of Mass., resides in Amherst.
- Niedbala, Mary Ann
(Robert Kowaleck), 3 children, homemaker and clerk, Aviation Training School, resides in Sunderland.
- Perez, Dolores A.
(Edwin Kania), 3 children, homemaker, resides in Easthampton.

APPENDIX J

Pipczynski, Adolph A.

Warehouse assistant at Eastern States Farmers' Exchange, resides in No. Hadley.

Stafford, Gail K.

(Married), 3 children, U.S.A.F. Pilot (Captain) flying jet tankers for Strategic Air Command, studied Air Force Aviation at Ellington A.F.B. and Pilot Training at Vance A.F.B., resides at March A.F.B., Riverside, Calif.

Suleski, John R.

Szawlowski, Helen R.

Tudryn, Edward J.

Underwood, Shirley S.

(Earle P. Parsons), hairdresser, Doerr Beauty Academy, resides in Hadley.

Whitney, Virginia E.

Williams, Beverly J.

Wysocki, Eugene J.

Yarrows, Leonard A.

Teacher, B.S. from U. of Mass., presently working for master's degree at Westfield State, resides in Florence.

Zatyрка, Joseph

Zenzayer, Michael A.

brarian at U. of Mass., U. of Miami, London City Guild Art School, Maryland Institute, resides in Easthampton.

Horyschuk, William

Hough, Dawn P.

(Robert Waldo), 2 children, homemaker, resides in New Canaan, Conn.

Johnson, Mildred E.

Klimoski, Thomas P.

Owns Jupiter Auto Supply with brother, aircraft and power plant mechanic course, resides in Jupiter, Fla.

Korash, Mildred V.

(John Szymkowicz), 3 children, homemaker, resides in Hadley.

Kowal, Michaline V.

Liguori, Valerie T.

Maslanka, Jeanette A.

McClure, Ralph

Reed, Francis V.

Waskiewicz, John P.

Wanczyk, Barbara A.

Wanczyk, Joseph F.

Wezdenko, Bernard J.

Ziembra, Clara A.

(Adolph Pipczynski), homemaker, resides in No. Hadley.

Class of 1951

Bak, Anne Helen

(John E. Hanieski), 3 children, homemaker, resides in Hadley.

Bemben, Patricia J.

Buckowski, Barbara A.

Carney, Leo C.

Cook, Robert S.

Devine, John E.

Duffy, Edward J.

Brother Laurence, Benedictine Monk at Mount Saviour Monastery near Elmira, New York, St. Anselm's College.

Fydenkevez, Joseph R.

Gnatek, John E.

Professional artist, asst. documents li-

Class of 1952

Banas, Bernard J.

Devine, Mary G.

(Joseph L. Fitzgibbon), 4 children, homemaker, Northampton Commercial College, resides at Quonset Point, R.I.

Duffy, Mary T.

Teacher at Air Force School, Rhein/Main A.F.B., Germany, B.A., Annhurst College, U. of Mass.

Filipowicz, Claire V.

(John S. Madej), bank teller at Northampton National Bank, resides in Northampton.

HOPKINS ACADEMY & THE HOPKINS FUND

Fill, Amelia H.

(Henry Matuszko), homemaker, resides in Hadley.

Gnatek, Frank R.

Gnatek, Michael R.

Grey, Shirley L.

(Joseph E. Rodgers), 2 children, homemaker, B.S. from Westfield State, presently doing graduate work at U. of Mass. and Springfield College, author of children's stories, resides in Westfield.

Horton, Alice R.

Konieczny, Leon H.

(Married), 2 children, varsity soccer coach at New Hampshire Technical Institute, physical education instructor and director of athletics at Goffstown High School, B.S. from Springfield, presently working for master's degree at Boston U., resides in Goffstown, N.H.

Kowal, Loretta V.

Mazur, Philip L.

Niedbala, Nancy J.

Pipczynski, June M.

Russell, Richard J.

Sanders, Nancy A.

Sanders, Norman A.

Sarrasin, Ernest E.

Searle, Barbara J.

Stafford, Joan M.

Sullivan, John L.

Tudryn, Jean A.

Uchneat, Stanley J., Jr.

Lithographic plate grainer at John Stark Lab., U. of Mass., resides in Hadley.

Waters, Beverly J.

(James Wade), bookkeeper at Cesco Container Mfg. Corp., treasurer of Hopkins Academy Alumni Association, Northampton Commercial College, resides in Hadley.

Class of 1953

Babb, Clarence R.

(Marjorie Sanderson), 2 children, police officer in Amherst, Holyoke Jr. College, Northeastern U., secretary of the National Police Officers Association, resides in Amherst.

Devine, Margaret E.

(William J. Dion), medical assistant, Northampton Commercial College, resides in Amherst.

Drozdal, Josephine A.

Fiske, Anne P.

Gnatek, Mary Ann

(William Bulda), homemaker, Northampton Commercial College, resides in Easthampton.

Godin, Patricia A.

Gwozdik, Ann Marie

Kieras, Mary Jane

Kopec, Bertha C.

Clerk-typist at Pro-phy-lac-tic Brush Co., resides in Hadley.

Kowal, Barbara J.

(Chester Konieczny), homemaker, resides in No. Hadley.

Kusek, Beverly A.

Lipski, John A.

Malek, Henry J.

Niedbala, Shirley H.

(Richard D. Reardon), teacher, homemaker, B.A. from U. of Mass., resides in Franklin.

Reed, James K.

Postal clerk, resides in Amherst.

Rimbold, Virginia A.

Smith, Margaret E.

Waskiewicz, Audrey J.

West, Virginia A.

(Edward Koehler), homemaker, resides in Hadley.

Wood, Shirley Ann

Wysocki, Robert F.

Yarrows, Martha J.

APPENDIX J

Class of 1954

Blyda, Lacadia G.
(Raymond L. Brown), nurse, R.N. from St. Luke's Hospital, advance study at the College of Our Lady of the Elms, resides in Easthampton.

Brown, Raymond L.
(Lacadia G. Blyda), teacher and coach at Williston Academy, B.A. from Kenyon College, M.Ed. from Springfield, resides in Easthampton.

Callahan, John M.
(Kathryn Yager), lawyer, B.A. from Notre Dame, L.L.B. from Boston College, resides in Virginia.

Chunglo, Carolyn H.
(Henry Zawacki), secretary to chief of Missile Branch (I.C.B.M.) at Westover A.F.B., Bay Path Jr. College, resides in Fairview.

Duffy, Patrick C.
(Mary A. Murphy), 2 children, U.S.A.F. Pilot (Captain), B.A. from Holy Cross, resides in Chelmsford.

Fydenkevez, Audrey R.

Fydenkevez, John F.

Fydenkevez, Richard J.

Kelleher, Barbara M.

Kennedy, Edward T.

Kopec, Sally

Kostek, Martin J.

Latham, Raymond A., Jr.
Teacher, U. of Houston, B.S. from A.I.C., U. of Mass., resides in Hadley.

Naudus, Helene E.

O'Hara, Patricia M.

Pekala, Patricia A.
(Henry McNiff), 3 children, homemaker, R.N. from Cooley Dickinson Hospital School of Nursing, resides in Cayoacán, Mexico.

Sadlowski, Constance F.

Sanders, Richard Charles
(Married), 1 child, chef and hearth

manager at Vincent's Steak House, resides in Greenfield.

Smith, Louise E.

Tudryn, Margaret L.

Uchneat, Juliana M.

Waskiewicz, Joanna M.

Waskiewicz, Sonia
(Dr. Ronald Chapnik), 1 child, homemaker and nurse, R.N. from Mass. General Hospital, presently working for degree at Lake Erie College, resides in Kirtland, Ohio.

Waters, Leonard David

Yarrows, Elias W.

Class of 1955

Berestka, Loretta M.

Buckhout, Edwin Atwood
(Merle Kendall), 6 children, mechanic at Westover A.F.B., Stockbridge, resides in Hadley. Mr. Buckhout is a descendant of Lieut. Samuel Smith.

Figiela, Donald R.
Assistant tester at Pratt & Whitney, Stockbridge, resides in Coventry, Conn.

Filipowicz, Helen L.
(Theodore A. Kapinos), teacher, B.S., A.I.C., resides in Hadley.

Fydenkevez, Peter J.

Gnatek, Leonard M.

Gregor, Charles H., Jr.

Karakula, John M.

Klimoski, Donna M.

Kowal, Joseph A.

Kowal, Kenneth A.

Krause, William E.

Michalowski, Robert J.

Niedbala, Charles J.

North, Henry J.
Chemistry instructor at Longmeadow H.S., B.S. from U. of Mass., received National Science Foundation Grants

HOPKINS ACADEMY & THE HOPKINS FUND

at Tufts, Yale, and Michigan State,
resides in Springfield.
Rimbold, Rachelle H.
(Billie D. McGregor), homemaker,
Wilfred Academy, resides in Laredo,
Texas.
Rocasah, John A.
Royko, Dorothy M.
Russell, James
Sullivan, Donald E.
Taraska, Margaret S.
Wanczyk, Tekla F.
(Francis P. McInerney), home-
maker, B.S. from A.I.C., resides in
So. Hadley Falls.
West, Elsie L.
Horst-Hans Salomon
(Exchange student from Germany)

Class of 1956

Adams, Nancy Ann
Borowski, Irene T.
(Eugene J. Hoynoski, Jr.), home-
maker, resides in Northampton.
Bussiere, Constance A.
(Chester Niedzielski), homemaker,
Bay Path Jr. College, resides in East-
hampton.
Duffy, Philip F.
U.S. Naval Aviator, A.B. from Provi-
dence, resides in East Greenwich,
R.I.
Hannigan, Georgia A.
(Henry North), 2 children, home-
maker, resides in Springfield.
Hoynoski, Eugene J., Jr.
(Irene T. Borowski), 1 child, prod-
uct control at Pro-phy-lac-tic Brush
Co., Cushing Academy, resides in
Northampton.
Jekanoski, Stanley C.
Konieczny, Statia A.
Secretary at Standard Oil Co., North-
ampton Commercial College and
Katharine Gibbs, resides in Jackson
Heights, N.Y.

Kosior, Theodore P.
(Jean LeClaire), 1 child, banker at
Third National Bank of Hampden
County, played pro baseball (Mil-
waukee Braves), B.A. from U. of
Conn., resides in Ludlow.
Kowal, Thomas J.
Lannon, Jean A.
Matusko, Edwin G.
Matuszek, Michael J.
O'Shepa, Irene M.
(Walter Lankarge), dental assistant,
resides in Hadley.
Pipeczynski, John J.
Controller at Montgomery Ward and
Co., B.S. from U. of Conn., resides in
Metuchen, N.J.
Reardon, Teresa A.
Sadlowski, Peter A.
Electrician, resides in Hadley.
Sanders, Norma J.
(Shepard W. Burnett), 1 child,
homemaker, resides in Northampton.
Searle, Joel E.
Tudryn, Carol S.
Waskiewicz, John C.
Owns and operates Waskiewicz
Farm Supply, Springfield Trade
School, resides in Hadley.
Waters, Martha L.
(Richard K. Vincelette), homemaker,
resides in Denver, Colo.
West, Thomas O.
Carpenter, resides in Hadley.
Yarrows, Paul J.
Zgodnik, Joseph F.
Student at Tufts, working for
D.M.D., B.A. from Amherst, resides
in Hadley.
Zuraw, Dolores N.
Braun, Gertrude
(Exchange student from Germany)

Class of 1957

Bak, John E.
Blyda, James A.

APPENDIX J

Callahan, Margaret E.
Teacher in Billerica, B.A. from the
College of Our Lady of the Elms.

Chmura, Eileen A.

Czerwinski, John R.
Plate grainer, John Stark Lab., re-
sides in Hadley.

Devine, Thomas F.

Duffy, Ann E.
Nurse, Public Health Service Hos-
pital, R.N., Mercy Hospital School
of Nursing, resides in Brighton.

Duffy, Carol A.

Fyden, Elaine M.

Gates, Harvelene R.

Hahn, Curtis H.

Ilnicky, Paul D.

Karakula, Richard J.

Kicza, William, Jr.

Klimoski, David J.

Kowal, Frederick C.

Kozera, Richard J.

Krause, Beverlyann P.
(Wayne E. Avery), 3 children,
homemaker, resides in Pelham.

Latham, June A.

Malek, Sophie B.

Malinowski, Patricia M.
(Anthony W. Soltys), nurse, super-
visor of special care units at Spring-
field Hospital, B.S. from U. of Mass.,
resides in Hadley.

Martula, Richard J.
Teacher, B.A. from Amherst, resides
in Hadley.

Martula, Robert A.

Maslanka, Elaine J.

Mientka, Alice J.

Moczulewski, Rita M.
(Steven Montague), 1 child, home-
maker, resides at Otis A.F.B., Cape
Cod, Mass.

Naudus, Dolores M.

Niedbala, Richard J.

Pekala, Carolyn E.

Podolak, Edwin L.

Rocasah, Bernard M.

Sanders, Doris L.

Sawicki, Richard R.

Sullivan, Robert R.

Tudryn, Constance J.

West, Lewis E.
Dairy farmer, Stockbridge, resides in
Hadley.

Class of 1958

Baj, Chester T., Jr.
First Lieutenant, U.S.A.F., B.S. from
U.S. Naval Academy, resides in Had-
ley.

Baranowski, Richard W.
Mechanic, Springfield Trade School,
resides in Northampton.

Barrett, Robert T.

Barstow, Kenneth T.
Service engineer at McDonnell Air-
craft Corp., B.S., Parks College of
Aeronautical Technology, resides in
University City, Mo.

Blajda, Frederick L.

Boisvert, Esther M.
(Carl Growhoski), Registrar, Boy
Scouts of America, Northampton
Commercial College, resides in
Northampton.

Bristol, Judith F.

Byron, Lance J.
Teacher, B.S. and M.S., U. of Bridge-
port, resides in Hadley.

Drabeck, Monica M.

Fil, Barbara A.

Fil, Richard J.

Fydenkevez, Blanche K.

Fydenkevez, Theresa A.

Grabiec, Elsie M.
(John C. Waskiewicz), homemaker,
resides in Hadley.

Hannigan, Eileen J.
(Donald Muzyka), nurse, R.N., Coo-
ley Dickinson Hospital School of
Nursing, resides in Hanover, N.H.

Jekanowski, Theresa F.

HOPKINS ACADEMY & THE HOPKINS FUND

- Kermensky, Rose M.
 Kozera, James S.
 Kusek, Patricia J.
 (John J. Pipeczynski), former Hadley teacher, B.S. from North Adams State Teachers' College, resides in Metuchen, N.J.
 Matuszek, Leon J.
 Meakim, Elizabeth L.
 (Peter A. Sadlowski), assistant clerk of District Court of Hampshire County, resides in Hadley.
 Moreau, Richard W.
 Apprentice diesinker, Smith's Vocational and Springfield Trade Schools, resides in Hadley.
 Niedbala, Carol E.
 Pietras, Mary A.
 Riel, Sharlene E.
 Teacher and basketball coach, state civil defense instructor, B.A. from Regis College, resides in No. Billerica, Mass.
 Royko, John S.
 Russell, David M.
 Russell, Jeanette M.
 Soldega, Stanley A.
 Tudryn, Joann M.
 Vanasse, Ronald R.
 Carpenter, Springfield Trade School, resides in Hadley.
 Wanat, Patricia M.
 Waskiewicz, Edna A.
 (John R. Czerwinski), homemaker, Comptometer School, resides in Hadley.
- Class of 1959*
- Bak, Richard
 Berestka, Ronald F.
 Teacher, B.S. from U. of Mass., resides in Hadley.
 Buckhout, Cynthia Reed
 (Richard A. Watson), homemaker, Holyoke Jr. College, resides in No. Adams.
 Byron, John S., Jr.
 Student at A.I.C., Holyoke Jr. College, resides in Hadley.
 Byron, Nan K.
 Junior clerk, Hampshire County Registry of Deeds, resides in Hadley.
 Chmura, Richard J.
 Barber, Vaughn Barber School, Inc., resides in Hadley.
 Chmura, William
 Fil, Robert
 Filkoski, Marian B.
 (Mr. Marcinkiewicz), teacher, B.A. from U. of Mass., resides in Hadley.
 Grabiec, Michael, Jr.
 Ilnicki, Charles
 Ilnicki, Daniel
 Jekanowski, Peter
 Klimoski, Dorothy
 Kopec, Donna M.
 (Ronald Keith), homemaker and mother, resides in Hadley.
 Kowal, Robert
 Lannon, Phyllis
 Malinowski, Barbara A.
 Head nurse in emergency room at Mercy Hospital, R.N. Mercy Hospital School of Nursing, resides in Hadley.
 Martula, Bernard J.
 Methods engineer, U. of Hartford, resides in Hadley.
 Maslanka, Kathleen
 (Chester C. Matuszko, Jr.), homemaker, A.I.C., resides in Amherst.
 Meakim, Jean
 Michalowski, Edward
 Pelis, Joseph, Jr.
 Pharmacist, B.S. from Hampden College of Pharmacy, presently working for master's degree at U. of Mass., resides in Hadley.

APPENDIX J

Rocasah, Cecelia
 (Joseph Bubrowski), 2 children,
 homemaker, resides in Northampton.
 Rodak, Delores
 Sienkiewicz, Robert
 West, Arthur
 West, Nancy A.
 (William A. Rice), secretary, B.A.
 from U. of Mass., resides in Boston.
 Wilda, Fred
 Zuraw, Michael, Jr.
 Zwirek, Barbara

Class of 1960

<p>Adams, Joanne (Robert Daughdrill), 2 children, homemaker, resides in Leverett. Barstow, Ruth Buckowski, Elizabeth Baj, Helen F. (Edwin A. Ostrowski), resides in Amherst. Blyda, Nancy Ann Student, College of Our Lady of the Elms, and appointed a teacher in Northampton, resides in Hadley. Chunglo, Florence Student, Holyoke Jr. College. Cycz, Patricia Czerwinski, Thomas Duffy, John Francis Shop worker, resides in Hadley. Easton, Cleo Filkoski, Dorothy Nurse, Cooley Dickinson Hospital School of Nursing, resides in Hadley. Haeusser, Ludmilla Jekanowski, Andrew Jekanowski, John Kicza, Richard Kielbowicz, Patricia J. Secretary at U. of Mass., Northamp- ton Commercial College, resides in Hadley.</p>	<p>Klaus, Sandra M. (Married), nurse, R.N. from Bur- bank Hospital School of Nursing, Holyoke Jr. College, resides in Bos- ton. Konieczny, Richard J. Student at U. of Mass., Dean Jr. College. Kopec, Bernard Kopec, William Kostek, Carolyn Kostek, Marion Kowal, Richard E. Student at A.I.C. Kozera, Carol Kozera, Diane Kulas, Alexander Michalowski, Lorraine Moczulewski, Louise J. Nurse, St. Luke's Hospital School of Nursing, resides in Hadley. Mokrzecki, Charles Mokrzecki, Edward Mushenski, Francis Niedjela, Marion Pipczynski, Bernadette Piziak, Robert Student at Amherst College. Rocasah, Philip Rodak, Sandra A. Hair stylist at Leonard's, Springfield Trade School, resides in Hadley. Russell, Raymond Smith, Lorraine Strycharz, Leona Student at the College of Our Lady of the Elms. Sullivan, Daniel F. Student at St. Anselm's College. Taraska, Mary Ann Waskiewicz, Leona West, Edward Auto mechanic, Smith's Vocational School, resides in Hadley.</p>
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HOPKINS ACADEMY & THE HOPKINS FUND

Yarrows, Richard
Student at Notre Dame.
Zygmunt, Alfred

Class of 1961

Banack, John
Barstow, Norman, Jr.
Bartusewicz, Lawrence
Bemben, Carole B.
(William King), bank teller, resides
in Hadley.
Byron, Barbara A.
Secretary at Amherst Savings Bank,
Northampton Commercial College,
resides in Hadley.
Chmura, Carl
Chudzik, Myron
Chunglo, Daniel T.
Fuel specialist in U.S.A.F., resides
in Hadley.
Cook, Judith E.
Student at Mt. Holyoke.
Duffy, John
Fil, Henry
Fil, Raymond
Glazier, Brian
Haeusser, Alexander
Hannigan, Michael
Jekanowski, Dorothy
Kermensky, Phyllis
Klimoski, Louis, Jr.
Kowal, Patricia
Lesko, John, Jr.
Lipski, Elizabeth
Marcinowski, Mary Jane
Maslanka, Laurie
Meakim, Mary
Moreau, Diane
Mushenski, Nancy
Muzyka, Richard
Niedbala, Mark
Niedjela, Barbara
O'Connell, Lillian
(Peter H. Martin, Jr.), homemaker,
resides in Amherst.

Pawluk, Oleh
Pekala, Mary Ann L.
(Ronald Berestka), laboratory assist-
ant, resides in Hadley.
Sheehan, Brenda
Smith, James
Smith, William Ralph
Carpenter, studied woodwork at
Maine Central, resides in Hadley.
Tudryn, Francis
Vachula, Robert C.
Student, U. of Mass., Holyoke Jr.
College.
Wanczyk, Elaine C.
(Conard Hopkins), 1 child, home-
maker, resides in So. Hadley.
West, Sally Lou
Secretary, Northampton Commercial
College, resides in Hadley.
West, Vera
Wilda, Chester
Wilga, Richard V.
Smith's Vocational School, resides in
Hatfield.
Wysocki, Joan
Yarrows, Edward
Wojewoda, Carolyn B.
(Mr. Konieczny), laboratory assist-
ant, Amherst College, attended
Windham College, resides in Had-
ley.

Class of 1962

Banack, William R.
Barstow, Judith
Berestka, Lawrence F.
Blyda, William E.
Coderre, John P.
Student at Northampton Commercial
College.
Czerwinski, Richard
Dion, Simonne L.
Junior clerk-stenographer, resides in
Hadley.

APPENDIX J

Dodge, Barbara F.
 Dragon, Arthur H.
 Easton, Margaret E.
 Fil, Sandra J.
 Filkoski, Edward G.
 Student at New England Institute
 in Embalming and Funeral Direct-
 ing.
 Fydenkevez, David E.
 Grabiec, Raymond M.
 Gronostalski, Jane M.
 Student at Skidmore.
 Ilnicky, Garry
 Jekanowski, Janet
 Juskiewicz, Bernard
 Kellogg, Terry
 Klaus, Christina T.
 Student at Arnold College.
 Koloski, Richard
 Korenewsky, Fred
 Kowal, William
 Lesko, George
 Malinowski, Joan A.
 Student nurse at Mercy Hospital
 School of Nursing.
 Martula, David T.
 Student, Amherst.
 Martula, Edward
 Mokrzecki, Alvira C.
 Junior clerk-typist at Kollmorgen
 Corp., resides in No. Hadley.
 Niedbala, Thomas
 Paulson, Constance
 Perez, Jose
 Podolak, Joan
 Student nurse at Westfield State
 Hospital School of Nursing, West-
 brook Jr. College.
 Pratt, Russell G.
 Student, Bates.
 Rodak, Barbara B.
 Rodak, David R.
 Sadlowski, Donald J.
 Student at Northampton Commercial
 College.

Smith, Cheryl E.
 Dental assistant, Eastman Dental
 School, resides in Hadley.
 Tudryn, Jean G.
 Tudryn, Kathleen Elizabeth
 Student at U. of Mass.
 Wanat, Charlene A.
 Secretary, attended U. of Mass., re-
 sides in Hadley.
 Wanczyk, Marilyn Ann
 Student at U. of Conn.
 Wanczyk, Suzanne M.
 Waskiewicz, Edward E.
 Waskiewicz, Richard J.
 West, Martha E.
 West, William R.

Class of 1963

Adams, Stanley
 Baj, Brenda
 Bristol, Dawn
 Student at Northampton Commer-
 cial College.
 Chunglo, Paul E.
 Apprentice plumber and student at
 Springfield Trade School.
 Cook, Gordon
 Easton, Diana
 Gaunt, David H.
 Student at Duke.
 Goralski, Thomas
 Howe, Kenneth
 Kermensky, Anne
 Kicza, Robert
 Kicza, Shirley
 Kiselewski, Jane
 Kopec, Nancy
 Korenewsky, Olga
 Kostek, Joseph
 LaBrie, Francine
 Lastowski, Marie
 Madenski, Alexis
 Malinowski, Robert J.
 Student at Worcester City Hospital
 School of Nursing.

HOPKINS ACADEMY & THE HOPKINS FUND

Marcinowski, Patricia

Mokrzecki, Alexander

Moulton, James

Muzyka, John

Niedbala, Sandra

O'Hara, J. Timothy

Pliska, John

Richards, Arlene

Rocasah, Joseph

Rodak, Carolyn

Rodak, Judith E.

Student at Holyoke Jr. College.

Russell, Robert

Strycharz, Richard

Szymanowicz, Philip J.

Student of electronics in U.S. Navy,
Great Lakes, Illinois.

Tudryn, Mary Ann

Walczak, Diane

Walczak, Robert

Wanat, Susan

Secretary at U. of Mass., resides in
Hadley.

Waskiewicz, Eugene

Wilda, Frank

Student at Smith's Vocational School.

Williams, Robert

Wojewoda, Charles

Wojtowicz, Patricia

Zaganiacz, Frederick

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